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DOPLŇKOVÉ MATERIÁLY ZALOŽENÉ NA VYUŽITÍ INFORMAČNÍCH TECHNOLOGIÍ VE VÝUCE ANGLICKÉHO JAZYKA

SUPPLEMENTARY ICT MATERIALS IN EFL CLASSES

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Počet

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ZADÁNÍ DIPLOMOVÉ PRÁCE

(pro magisterský studijní program)

pro (diplomant) Alexandra Potěšila

adresa: Sametová 713, 46001 Liberec

obor (kombinace): anglický jazyk – informatika

Název DP: Doplňkové materiály založené na využití informačních technologií ve výuce anglického jazyka

Název DP v angličtině: Supplementary ICT Materials in EFL Classes

Vedoucí práce: PhDr. Marcela Malá, M. A.

Termín odevzdání: 15. 5. 2007

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Úvod:

Diplomová práce zahrnuje akademický výzkum a praktické ověření návrhu využití doplňkových materiálů, založených na práci s počítačem. Tyto materiály slouží učiteli k přípravě na hodinu a žákům při výuce anglického jazyka na 2. stupni ZŠ.

Cíl:

Cílem je prokázat, že využívání technologií pro přípravu doplňkových materiálů a jejich následné využití ve výuce anglického jazyka se v současné době stává neodmyslitelnou složkou vyučovacího procesu, který motivuje žáky a rozvíjí jejich znalosti i dovednosti anglického jazyka moderním a podnětným způsobem.

Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáží porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka. Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využít evaluace jako nezbytné strategie hodnocení celého výzkumu.

Specifikou uvedeného projektu je snaha přiblížit obor informatiky učitelům anglického jazyka a ukázat možnosti využití informačních technologií při tvorbě podpůrných, doplňkových materiálů pro výuku.

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UNDERWOOD, M. *Effective Class Management*. London: Longman 1990.

Prohlášení

Byl jsem seznámen s tím, že na mou diplomovou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, zejména § 60 – školní dílo.

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V Liberci dne: 13. 5. 2008. Alexandr Potěšil

Poděkování:
Děkuji PhDr. Marcele Malé, M. A. za odborné vedení diplomové práce, poskytování rad a čas věnovaný konzultacím.
Zároveň bych rád poděkoval kolektivu pracovníků ZŠ Liberec, ul. 5. května za podporu a za vstřícnost během přípravy na mé budoucí povolání a fir mě LENAM spol. s r. o. za podporu a za tisk diplomové práce.

DOPLŇKOVÉ MATERIÁLY ZALOŽENÉ NA VYUŽITÍ INFORMAČNÍCH TECHNOLOGIÍ VE VÝUCE ANGLICKÉHO JAZYKA

POTĚŠIL Alexandr **DP–2008** **Vedoucí DP:** PhDr. Marcela Malá, M. A.

Resumé

Informační a komunikační technologie mají nezpochybnitelný vliv na každodenní život. Učitelé si proto musejí být vědomi dostupných možností, které informační a komunikační technologie nabízejí v oblasti vzdělávání. Žijeme v době, které se říká Informační věk a tato doba mění též přístup ke zdrojům, médiím a informacím, a mění možnosti získávání a uchovávání materiálů pro výuku. Nové technologie a přístupy umožňují učiteli nejen měnit a jednoduše vytvářet rozličné aktivity pro žáky, ale též efektivní opakované používání připravených materiálů.

Cílem diplomové práce je poskytnout přehled současných programů a způsob, jakým se dají využít při tvorbě doplňkových materiálů a jejich následném použití v hodinách anglického jazyka.

V diplomové práci jsou použity programy, které jsou běžně d ostupné na většině škol, jsou volně k dispozici na Internetu nebo jsou relativně levné, pokud jsou zakoupeny pro potřeby učitelů, studentů či domácího nekomerčního využití.

SUPPLEMENTARY ICT MATERIALS IN EFL CLASSES

Summary

The influence of Information and Communication Technology on everyday life is unquestionable. Teachers must be aware of available possibilities Information and Communication Technology brings to the area of education. The Age of Information changes the way of treating sources, multimedia and information, and gaining and collecting materials for teaching. A new technology and new approaches enable teachers to vary activities, easily create different activities for students and recycle these activities effectively.

The aim of this Diploma Thesis is to give an overview of current programmes, and how they are used to create supplementary materials; and use these materials successfully in the English language class.

This Diploma Thesis is focused on programmes that are available in most schools, are free to download or cheap to buy for educational purposes.

BEGLEITENDE MATERIALEN, DIE AUF DER VERWERTUNG DER INFORMATIONSTECHNOLOGIEN IN DEM ENGLISCHSUNTERRICHT BEGRÜNDET SIND

POTĚŠIL Alexandr **DP–2008** **Vedoucí DP: PhDr. Marcela Malá, M. A.**

Resümee

Informations – und Kommunikationstechnologien haben sonder allen Zweifel einen Einfluss auf den Alttag. Die Lehrer sollen sich in diesem Fall erreichbarer Möglichkeiten voll bewusst sein, welche Informations- und Kommunikationstechnologien auf dem Gebiet der Ausbildung angeboten sind. Wir leben in der Zeit, die Informationsepoche genannt wird, und diese Zeit ändert auch den Zugang zu den Quellen, Medien und Informationen. Es ändern sich die Möglichkeiten für die Gewinnung und die Speicherung der Materielien für den Unterricht.

Neue Technologien und Zugänge geben den Lehrern die Möglichkeiten, nicht nur ändern und einfach bilden verschiedene Aktivitäten für die Schüler, aber auch die efektive wiederholte Anwendung der vorberieteten Materialien.

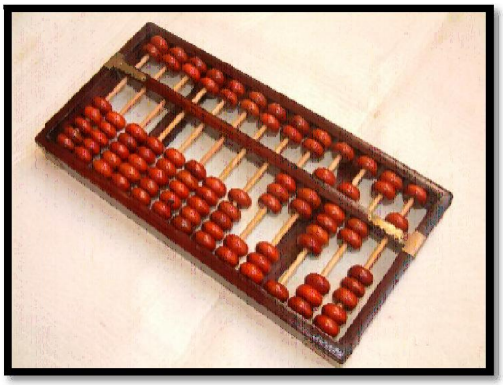
Das Ziel der Diplomarbeit ist einen Übersicht der gegenwärtigen Programme und die Form, wie man die Zusatzmaterielien bei der Bildung ausgenützt werden und ihren vollgenden Gebrauch in dem Englischstunden zu erteilen.

In der Diplomarbeit sind Programme verwendet, die normal verfügbar in den meisten Schulen und auch im Internet sind oder relativ billig sind, wenn sie für das Gebrauch der Lehrer, Studenten oder die nicht kommerzielle Hauseinsatz verwendet sind.

1. CONTENT

2. INFORMATION TECHNOLOGY

From time out of mind people have been trying to use various things to help them count and to make their work easier. Even in prehistoric times people used carved bones to simplify their work. “The first computer”, Abacus (see Picture 1), was probably a Chinese invention from about 5000 years ago. Abacus and its modifications were used for thousands of years and still are used by merchants in China, Korea and elsewhere for counting.



Picture 1: Abacus (http://en.wikipedia.org)

The first computers were used only for counting. The term Information and Communication Technology (ICT) is used because it describes more precisely today’s function of computers.

2.1. DEFINITION OF INFORMATION TECHNOLOGY

The term “Computers” was used and still is used to mean Information Technology. The reason for this labelling was that about sixty years ago people used computers just as better calculators. Today, the situation is completely different. Information Technology covers more than just mathematic functions.

There is no simple definition of exactly what IT is. Searching the Internet one can find tens of definitions. According to the glossary of the University of Warwick (www.warwick.ac.uk/EAP/correcting_your_work/glossary.htm , [CIT. 12. 9. 2007]) IT applies modern technologies to the creation, management and use of information. IT includes video recorders, CD-ROM, telephones, calculators, and electronic cash tills as well as computers.

The Wikipedia Encyclopaedia says that IT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and

retrieve information (http://en.wikipedia.org/wiki/Information_technology , [CIT. 12.9.2007]).

These two definitions are the best way to describe the subject of this diploma thesis.

2.2. A BRIEF HISTORY OF INFORMATION TECHNOLOGY

Motto: "I think there is a world market for maybe five computers." Thomas Watson, the director of IBM, 1943.

Information Technology is probably the fastest growing industry all over the world. Its development affects, positively or negatively, many other industries like the car industry, transportation, health and education.

In comparison to the computers people know these days, computers used to be rooms full of electronics and cables until the 1980s. The era of Personal Computers (PCs) started in the 1980s.

Two examples of computers are shown below. The very first UNIVAC (1951, USA) computer is shown in Picture 2 and a laptop – which is fifty-five years younger – in Picture 3.

Picture 2: UNIVAC, 1951

Picture 3: Laptop Alienware, 2006

Even though the speed of computers was growing and the proportions were minimizing, the price was going down. Gordon E. Moore, co-founder and former chairman and CEO of Intel Corporation, published a paper in Electronics Magazine, on 19th April 1965. In this paper called "**Cramming more components onto integrated circuits**" Dr. Moore says:

> With unit cost falling as the number of components per circuit rises, by 1975 economics may dictate squeezing as many as 65,000 components on a single silicon chip (Moore, 1965).

This is known as Moore's Law among all the informatics. This law says that during each 18 months, the number of transistors that can be placed on an integrated circuit is rises exponentially, doubling each two years, but the price stays the same. This is still true after nearly half a century.

Dr. Moore also saw the way integrated circuits were going to change computers. He talked about such wonders as home computers, personal portable communication devices or automatic control for automobiles. He also said that computers would be more powerful and organized in a completely different way.

2.3. THE POSITION OF INFORMATION TECHNOLOGY TODAY

In April 1965 Dr. Moore talked about visions that became aspects of modern Information and Communication Technology people know today. Using computers is not only about counting big numbers. Communication plays an essential role in the whole process – thanks to these new technologies the world is getting smaller and faster. The communication between almost any two points in

the world is done within a few seconds. Moreover, this is a real time communication with no delays.

Computers and Information and Communication Technology are used in many different ways and branches. What used to be used only in the department of defence and in Universities in the USA is now common for the general public all over the world. People can find ICT almost everywhere – from transportation (planes, navigation, automatic trains at airports, high-speed trains, or even car radios), everyday life (microwaves, home video systems, using the internet and webcams, phone calls, online shopping and more) to education.

3. THE IMPLEMENTATION OF INFORMATION TECHNOLOGY TO THE EDUCATION SYSTEM

3.1. NATIONAL STRATEGY FOR ICT IN EDUCATION

According to the National Strategy for ICT in Education (SIPVZ) Information and Communication technologies in education are supported by the Czech Government. One of the main target areas of SIPVZ is to increase the accessibility of ICT for schools and the general public. This policy is being implemented according to Government resolutions no. 351/2000 (SIPVZ Concept), no. 244/2001 (SIPVZ First Stage) and no. 992/2003 (SIPVZ Second stage - updated plan).

The end of 2006 was originally the target date for the whole SIPVZ.

In 2004, a report was prepared for the Czech Government which served as a basis for further development of ICT application in education:

- As a result of Government resolution no. 402/2004, a new, flexible SIPVZ financing system was introduced in 2005 and 2006;
- As a result of Government resolution no. 792/2004, the costs of ICT services in schools are covered till 2010.

3.2. INFORMATION LITERACY

The National Strategy for ICT in Education defines the main aim of the Information Literacy. It says that the aim is to:

> Create the appropriate environment that will enable the citizens of the Czech Republic to act creatively and actively in the Informational Society. The way to reach this aim is to provide Functional Literacy in the area of ICT as well as prepare the citizens for effective use of ICT in the whole range of their performance (the Ministry of Information and Communication Technology).

The main restrictions this strategy has to face are that the public has a low awareness of the possibilities of ICT and ICT products are expensive with low availability.

From this point of view, it becomes essential that the primary area to start creating the environment is in education.

The Czech government helped to equip schools and connect them to the Internet by creating and managing the Internet for Schools Project.

3.3. INFORMATION TECHNOLOGY IN SCHOOLS

3.3.1. The Internet for Schools

A legitimate step to begin to fulfil the aims of SIPVZ was to equip schools, mainly primary schools, with appropriate hardware and software, because very few schools were properly equipped. Moreover, Informatics as a school subject was taught mainly in the 8th and 9th grades – the exception were schools with enhanced education of Informatics.

The Ministry of Education project, Internet for Schools (http://www.indos.cz, [cit. 18/2/07]), was one of the first attempts to equip schools with the appropriate technology to enable electronic communication and education. The Ministry of Education chose one general contractor which has continued to function as the project operator since the project ended in August 2005. Thanks to this project, thousands of schools were equipped with hardware (peripheries), software and related network services.

The project has had a positive impact on the schools that it equipped. However, the Ministry put less money to the project and the project was ended on 31.8.2005.

The fact is that at the beginning of the project no one was expecting the end.

3.3.2. Information and Communication Technologies in RVP

ICT is now recognized as a separate education area in RVP (General Educational Area), moreover ICT now has more lessons to be taught during the whole elementary education. That shows how important IT is in the process of education.

Some expected aims according to RVP (Jeřábek, et al., 2005):

- Students are able to work safely with hardware and software;
- Students are able to find out up-to-date information in a proper way;
- Students are able to work with information;

- Students are able to communicate via Internet or other communication devices;
- Students are able to present information.

Although ICT is a separate education area, it is interconnected with other areas such as Language and Language communication area which also covers foreign languages.

One important aspect of RVP is the penetration of subjects that are taught in schools and to work with information. This should prepare children for their life more precisely than to learn by heart and to memorize all the facts, which can be found in books and on the Internet.

3.3.3. Teachers and Computer Literacy

Not only computers and the Internet connection are necessary for successful process of education.

Teachers have to have adequate knowledge, so they can use computer laboratories and presentation technology to educate pupils at school in the correct way. Education for teachers in the branch of Information and Communication Technology (ICT) is provided at three levels (The Ministry of Education, 2004):

> Z – *elementary knowledge* (In 2002-2004, 75% of teachers were educated at this level. However, the elementary level does not allow teachers to use ICT in the entire range of possible uses of ICT.)
>
> P – *intermediate* (By the end of 2006, 25% of teachers had been educated at intermediate level. 75% of teachers are expected to be educated by the end of 2010. The intermediate level is educated in three program units and provides teachers knowledge to use ICT in the educational process.)
>
> S – *specific education* (optional level for teachers who want to develop their achieved knowledge in specific areas.).

Teachers who finish their university education should be at the basic level Z. The higher levels can be achieved by attending several programmes that are provided for teachers at primary or secondary schools.

3.3.4. The Benefits of Using Information Technologies at Schools

In this "Age of Information", information is considered to be very valuable and, thanks to the expansion of available sources, there is lots of information. One of the benefits that IT brings to schools is the fact that students are not taught to memorize countless numbers of different pieces of information but they are taught to find this information on the Internet, in libraries, or in encyclopaedias; and to work with it.

During learning and the process of education, IT brings students benefits by making the work easier and quicker, especially for students with special needs; it lets students cooperate on their assignments (even from their homes); provides extra and supplementary exercises with immediate feedback; offers different kinds of communication tools; and gives students and their parents an overview of results and marks, which is of particular benefit to teachers and parents, so students cannot say that they had their mark-book forgotten.

Other benefits IT offers are:

- A wider range of teaching methods;
- Choices and individual learning – programmes or courses at different levels;
- An open space – not only the classroom, but the whole world connected to the Internet;
- Communication amongst learners, and between learners and teachers.

New approaches and possibilities of implementing ICT to the educational process demand teachers to change their strategies and methodology. There are also some new roles of the teacher (see chapter 4.3).

3.3.5. Possible Problems of Information Technology

Not only benefits but also problems should be expected while integrating ICT into education.

The biggest problem of education in the Czech Republic is reflected in the equipment of schools. Even though the schools are equipped with hardware and software, not many schools have enough computers in their computer classrooms for students to work on their own. The way to compensate for this problem is to divide classes into groups.

The other problem is the computer literacy of each individual student in the classroom. If students are not comfortable to use the computer, the work in the computer classroom may cause a big disappointment of the whole learning unit – teacher must know their students.

The last thing teachers must keep in their mind is that the teachers have to solve all the problems that may occur. Usually teachers do not have to be IT experts to deal with these problems.

Here are some typical problems that other teachers had to face during my practical teaching:

3.3.5.1. Hardware based problems

Teachers must be familiar with the common problems of the hardware that is used in the classroom.

Examples of problems caused by hardware:

- In some cases sound could not be heard because the jack from the sound system is plugged in a wrong socket;
- The data projector does not find the source signal;
- The whiteboard does not communicate with the PC.

3.3.5.2. Software based problems

Sometimes the hardware configuration is correct, but still many problems can occur. Some examples of software problems are:

- The data projector does not support the screen resolution;
- The whiteboard marker does not communicate properly with the whiteboard software;
- The Internet connection failed;

4. INFORMATION TECHNOLOGY IN LANGUAGE TEACHING

4.1. THE POTENTIAL OF ICT IN LANGUAGE TEACHING

An analytical survey from UNESCO Institute for Information Technologies in Education says:

> ICTs can expand access to language programmes and improve the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up-to-date materials from the country or countries of the target language, offering learners and teachers a plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible (Fitzpatrick, 2004).

Access to the language programmes is indispensible. Many publishers headed by Cambridge University Press or Oxford University Press release their new publications with CDs or DVDs included. One example of many is Murphy's English Grammar in Use, whose last release was published with a CD with hundreds of extra practise exercises. These CDs contain extra exercises that add extra alternative exercises to the teachers and their students. One can find more information in chapter 6.1.

The very same situation regarding Fitzpatrick comes with the World Wide Web. The Internet offers plenty of materials not only for teaching and practising grammar, but it brings culture from the whole world to the classroom as well.

Even though schools have access to the Internet and computers in their computer classrooms or labs, a very important part of ICT in schools are multimedia classrooms which are equipped with data projectors, computers and whiteboards or SmartBoards. SmartBoards function as a whiteboard and computer screen in one. Teachers or students can control the computer through this board. Everything they write on the board can be saved to the computer and used later on. Teacher can publish the whole lessons on the web, so students who missed the class can download all the materials they need.

Schools today are being equipped with this SmartBoard hardware and software, and it is becoming very popular. These tools give students and teachers a new approach to use and work with one of the most valuable things in the world –

information. Teachers who can take advantage of using ICT in the classroom and during the lessons can engage their students and motivate them to work harder.

4.2. THE ROLES OF ICT IN ELT

To make the best of using ICT in class, teachers have to decide how they want to use ICT. According to Fitzpatrick (2004) the seven basic roles of ICT in ELT are:

- Presentation;
- Practise;
- Authoring;
- Assessing and Testing;
- Resources and References;
- Publishing;
- Communication.

4.2.1. Presentation

Presentation is probably the most exploited role ICT serves at schools. Thanks to the digital projections or interactive whiteboards, ICT provides opportunities to present compact lesson units prepared in programmes such as Microsoft PowerPoint (see chapter 6.2.1; see example presentation in appendix 10.2), Open Office Impress or SmartBoard software (see chapter 6.2.2). As well as presenting lessons, projection hardware can be used for playing videos, DVDs, presenting supporting pictures or authentic information taken from the Internet, if these are not needed to be printed for each student or if they are copied black and white.

4.2.2. Practise

Numbers of different kinds of exercises give teachers unique opportunity to set up the lesson individually for each student concerning possible learning difficulties many children suffer. Students can practise vocabulary, grammar or other skills in the way they are comfortable with: some students prefer moving objects or jumbled words on the screen using the mouse to make a sentence; others may be more comfortable with gap-fill exercise or just clicking on the words in the correct order to make a sentence. As for listening exercises students can listen to the recording as many times as needed, however students must be familiarized

that while taking tests they will hear the recording twice. I have positive feedback from students who have difficulties with handwriting. Students are limited only by the length of the lesson.

4.2.3. Authoring

Authoring is a process of creating and packaging an application or presentation that will be published on CD, DVD or online.

Even though authoring tools is a range of programs used to create e-learning courses or modules, many other programs such as web editors or Microsoft Office can be considered as authoring tools as well.

Teachers used to create their own materials for specific purposes by cutting and sticking on paper. The same idea is to use a variety of authoring tools to create many other materials and not only to purchase professionally made materials. Examples of general authoring tools for creating paper supplementary materials are MS Word for creating worksheets (appendix **Chyba! Nenalezen zdroj odkazů.**), MS Excel for creating glossaries (appendix 10.3.1) and CorelDraw for creating flash cards and grammar cards (appendix 10.5). Other programs as Hot Potatoes software (appendix 10.6) for creating puzzles, jumbled sentences, quizzes, matching exercises or cloze exercises, or Crossword Compiler software (appendix 10.4) for creating vocabulary crosswords are mainly used as web-based authoring tools.

4.2.4. Assessing and Testing

Computer Aided Assessment (CAA) plays an important role in foreign language teaching. Teachers can save all the results in compact files, that provide different outcomes, graphs and statistical data of students' development or achieved results (appendix 10.3.2); or online, for parents and students who can access all their results at anytime they want them.

Thanks to tests taken online or on computers in the classrooms, feedback after the tests may be immediate or postponed, tests can be easily prepared for students with special needs, or unlike paper tests computer tests may allow students more attempts or the feedback tells students all their mistakes and then let them to correct these – if permitted by time or by the other circumstances that teachers set up for their tests.

Regarding testing students, many different kinds of materials can be found that allow students to be tested and assessed and teachers to test and assess students on the Internet, computer network at schools or CD-ROMs. CD-ROMs published with books by Cambridge University Press, LangMaster series, online system Moodle or authoring software Authorware are just a few examples from many.

4.2.5. Reference + Resources

CD-ROMs and the Internet provide a wide variety of materials, authentic texts, video or audio recordings, newspaper articles, magazines, dictionaries, encyclopaedias, or ready-made lesson plans, tasks, activities, flash cards, as well as practise exercises, online or printer-friendly tests.

Reliability, validity and copyright of the resources taken especially from the Internet are the most important things teachers have to keep in mind. Open encyclopaedia www.wikipedia.org is a very popular source for many school subjects, but from time to time the articles are incomplete, incorrect, contain misleading information or the article brakes the law from the point of view of authorship of the origin.

4.2.6. Publishing

ICT makes publishing accessible for learners of languages. A number of tools like Word-processors/Writers, audio/video recording tools, presenting tools or web-authoring tools are used to help students to develop their language as well as computer skills.

Collaborative writing or project work changes the style of teaching and learning. As mentioned several times beforehand, this is the opportunity for students with learning disabilities to give them more options to choose their role in the cooperative learning.

4.2.7. Communication

Communication is one of the reasons the Internet was founded and thanks to the Internet the world is getting smaller. Instant messaging, webcams, E-mails, chat-

rooms, conferences, or sharing images or files in general allow learners to communicate in a real-world and in a real-time. In many ways ICT makes communication cheaper and quicker than any other standard ways of communication like telephone or post.

For language teaching the benefit ICT brings to schools is the fact that schools can easily communicate, and for example, work on interschool projects.

4.3. THE ROLES OF THE TEACHER

Harmer (Harmer, 2005) says that the roles of the teacher change from one to another depending on the activity they do. He describes several roles for teacher's performance. These roles are facilitator, controller, organizer, assessor, prompter, participant, resource, tutor, observer, performer and teacher as a teaching aid.

Integration of ICT into the process of teaching languages means that teachers are required to have some new skills that will allow them to successfully work in the field of media-rich environment. Fitzpatrick (Fitzpatrick, 2004) in his paper institutes the term "the new literacy" which describes new teachers' skills and says, that teachers need to:

- recognize the individual learning problems of learners;
- make correct choice and the use of media;
- check the truth of information;
- develop efficient search techniques;
- be capable of conducting research with the help of computer;
- be able to use standard software confidently and competently;
- make wise and critical choice of information found.

Before Fitzpatrick gives new roles for teachers who work with ICT, he identifies five types of the new literacy in relation to ICT that teachers need to understand and master. He talks about scientific, digital, critical, linguistic and cultural literacy.

Scientific literacy is mentioned because of the increasing use of science and technology in everyday life. Digital literacy for language teachers is related to the proper use of ICT, particularly to web literacy – the use of the World Wide Web

(WWW) for language research; and standard programmes for practicing language and for testing. Critical literacy gives teachers the tool for evaluating the usefulness and reliability of any source of information. Linguistic literacy describes the ability whether and how to adapt authentic or non-authentic materials for teaching. Finally, cultural literacy relates to the changes in the society of the target language.

He also points out that teachers need to be completely computer literate in a practical sense. Furthermore, he adds that teachers have to have the confidence to use the available technology adequately, and that they should be able to solve the most common problems arising from the use of computers.

From what I have observed during my practical teaching in the last two years, the last three points Fitzpatrick mentions – practical sense, the use of available technology and solving the most common problems – are a big issue in the Czech system of teachers' education. There is not enough practise for students of education at the University of Liberec (only one or two terms of ICT for students whose branch is not Information Technology and very weak conditions to pass the course), and school teachers who participate in the lectures to gain one of the three basic certificates (see chapter 3.3.3) are not taught in a practical way of solving problems, but they are asked to follow their teacher step by step.

Regarding the roles of the teacher, the teacher has to function as facilitator and guide to the learners, and some other roles are a mediator, researcher, designer, collaborator and evaluator. These roles cannot stand on their own, but the teacher switches roles during the learning process, and makes the approach to the learners more complex.

4.3.1. Facilitator and Guide

For the teacher, it is not enough to know the information he gives to their students. Fitzpatrick speaks about the role of facilitator as follows:

> Facilitator must be aware of a variety of materials available for improving students' language skills (Fitzpatrick, 2004).

Textbooks used in language teaching are the core, but in today's environment teachers can choose from various sources and materials which require that

teachers understand the function of each different source or material and know when it is the best time to bring the material into action. Moreover, students have different needs and teachers are asked to respond to these needs, so they have a great opportunity to make the lessons more flexible by using the sources and material that go beyond the use of a classical textbook. Then in these lessons students become more interested in the learning process.

4.3.2. Mediator

> The role of mediator is not new for language teachers as it has always been their task to act as intermediary between two cultures while they introduce learners to new linguistic and cultural concepts (Heyworth, et al., 2003).

Thanks to the new media, the weight of this particular role is still growing. The new media from the rich-media environment bring teachers a different view of the target culture. This view is considered to be immediate, which is the fact that gives this role the new weight.

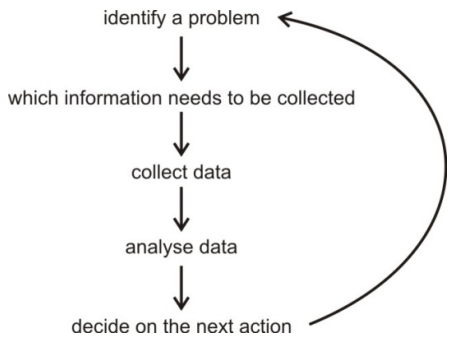
4.3.3. Researcher

"Teachers need to know how and where they can access the information for their own and for their learners' use" (Fitzpatrick, 2004). This demands that teachers are able to reflect their teaching and to find the areas of difficulties of their students and bring up the changes in practise.

Action research is one of the possible ways to achieve the correct result.

> Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures (Harmer, 2005).

In the case teachers are not satisfied with the lesson or with the materials they used in the class, they can use action research to find out what went wrong and to use its outcomes for further development. The action research cycle (see Picture 4) is one of the possible procedures that can help.



Picture 4 Action Research Cycle

4.3.4. Designer

Even if the teacher has "the best materials", successful use is not guaranteed until the materials or resources are designed into a compact meaningful unit. The role of the teacher is to make a learning scenario, and guide learners to successful execution of their project. Nowadays, designing the learning unit is much more complex and requires skills such as evaluating of source materials and clear setting of aims and objectives unlike conventional teaching materials that have been graded and sorted in compact order.

Although teachers' role is to design, teachers have to work with other roles as well. Merging between roles to encourage students, establish objectives, set tasks, guide through the lesson, present information and results, and evaluate during and after the work also belongs to the successful lesson unit designer's job.

Moreover, flexibility of the teacher is required because students' needs change every year.

4.3.5. Collaborator

Suitable collaboration among the teachers and relevant distribution of work can save time and effort, which teachers can invest to the development of materials and lesson units. This is not only meant between language teachers but also between language and other teachers. Properly designed project work can be divided into several units each of which can be guided in different subjects and by different teachers.

4.3.6. Evaluator

Evaluation of the materials and resources for students as well as evaluating the learning process and the final product is becoming more complex for teachers. It is because of the quantity of available materials.

First, teachers are asked to evaluate their own materials (self-evaluation) for the students they want them to work with. If teachers know the environment of available media and the possible problem area of the students, then they can design a proper learning unit, and so the evaluation of the materials used is easier.

It is also helpful to ask another teacher to observe the lesson and to help evaluate the materials and their use.

The other things teachers have to evaluate are the materials students choose for their work or projects. This evaluation is done by means of possible plagiarism, which is becoming a real problem in schools; and reliability of the source and its validity.

5. MATERIALS

Teachers must be familiarized with a whole variety of materials designed for language teaching as well as be aware of using authentic materials in their classes. This chapter provides a short overview of the most common mat erials and of their advantages and disadvantages. The arrangement corresponds with Gower (Gower, et al., 1995).

5.1. PUBLISHED MATERIALS

The most common published material is a coursebook. It is usually a set of materials for teachers (teacher's book, supplementary photocopiable materials, audio or video recordings) and students (student's book, workbook).

Some other published materials are skill books, which are focused on the language skills rather than specific areas of language, re ader books, resource books, video or many CD ROMs published with books as extra study exercises.

5.1.1. Advantages

- Good coursebooks contain all the material necessary for students' education;
- It also keeps students and teachers secure and everyone knows what is expected;
- The beginning of the textbook is equipped with a syllabus and a chart, which gives a clear preview of what will be taught;
- The language in the coursebook is balanced by means of grammar, vocabulary, reading and listening practise;
- The learning process is continuous. Many coursebooks (e.g. Project books) can be used during the whole secondary school teaching. Its aim is to show students' progress;
- The activities are made and tested by professionals.

5.1.2. Disadvantages

- It is difficult for teachers to find a coursebook that will fit all the students. The market is loaded with different coursebooks;
- To save money, schools tend to keep particular textbooks as long as possible;

- For some students, textbooks are a set of boring materials;
- Using textbooks without any supplementary materials may stop teachers from becoming more creative;
- Textbook are a compromise in situations where more practise is needed.

5.2. AUTHENTIC MATERIALS

> Anything a native speaker of English would hear or read or use can be described as authentic: theatre programmes, newspapers, magazines, poems, songs, information leaflets, news broadcasts and films on video – the list is endless (Gower, et al., 1995).

Since the book Gower wrote is quite old, I will add one important source of authentic materials: the Internet. All the materials Gower describes when he defines what authentic materials are can be found on the Internet, that makes the work for teachers much easier in these days. However, teachers must be much more careful with the selection of authentic materials. They should respect the needs of their students, know the purpose and place of use of the particular material as well as its legal background.

5.2.1. Advantages

- For many students authentic equals real, hence motivating;
- Authentic materials provide real language in real-life situations, such as timetables, food menus…;
- Culture background;
- Appropriate use of authentic text can help students to become more independent.

5.2.2. Disadvantages

- It is difficult for teachers to choose a text, that will fit to all the students;
- The text can contain too much unknown vocabulary.

6. SUPPLEMENTARY MATERIALS BASED ON I.T.

A good language lesson is a mixture of different activities and tasks students work on and do not realize that they are learning new things. Giving students more opportunities and more materials than just textbooks can engage and motivate students to be taught.

In this chapter, I show different ways of using or creating supplementary materials that were made by both the professionals and by the teachers in schools. The way this chapter is assembled is that I have chosen the software and created some examples for this particular software. I use these materials in my practise teaching during my English language classes. I teach at the school in street 5. května in Liberec.

6.1. MATERIALS PUBLISHED WITH BOOKS

Many publishers have started to publish additional exercises using media and ICT.

The most common are CD ROMs published with new textbooks. These CD ROMs enable students to have extra exercises with immediate assessment and provide listening material at a very similar price of the textbook while separate audio recordings are still quite expensive. The other benefit is that it is easy to put video recordings, which help students to understand, on the CD ROM as well as many games, quizzes and links to the Internet, where some publishers provide more online games and materials.

6.2. PRESENTATION SOFTWARE AND PROJECTION

The greatest benefit of using this technique in language classrooms is the fact that teachers may spend the time observing the students, checking everyone is doing their work, answering their questions and helping them if they do not understand. On the other hand, teachers should avoid speeding the lesson up. Since the lesson is prepared and teachers do not have to write all the information on the board, it may cause that teachers rush and expect their students to be quicker compared to the situation when teachers have to write on the board.

Three main applications for using the presentation and projection technology are described in three following chapters.

6.2.1. Microsoft Power Point

Microsoft Power Point and Open Office Impress (open source software), belong to the most common software that is used for presenting (for further reading I will use Power Point only). Presentations made in Power Point are not interactive with the students' interaction. All the actions are planned and defined in advance, so pressing the key or mouse button browse the presentation.

I have used Power Point to make two different kinds of presentations.

The first presentation (see appendix 10.2) uses the text from the textbook Project 3 – Unit 3 that is combined with some pictures and other pieces of information from the Internet. The topic of the lesson is "Drive into the Future" and the introductory article is about cars people will drive in the future. The questions that follow the text are the same questions taken from the textbook.

The first slide (Appendix 10.2-1) shows the topic of the lesson. I consider this as a very important beginning because students don't pay attention to what is said and when they have a chance to see the information and they hear it as well, that is what can attract their attention to the lesson.

The second slide (Appendix 10.2-2) is a short pre-reading activity, where students are asked to answer three easy questions:

- At what age can people drive in your country?
- Do you want to learn to drive when you're older?
- What kind of car do you want?

This slide contains two pictures taken from the Internet (with the related link) to support a new word "kind" and to engage students to talk about their favourite cars.

The reading activity follows in the next two slides (Appendix 10.2-3**,** Appendix 10.2-4). In these pictures, there is a text that is supported with a real picture and questions to the text. Students are asked to find the answers (Appendix 10.2-3) and to complete the sentence (Appendix 10.2-4).

At this point, students are asked to open their books and the rest of the presentation is used as a typical whiteboard with bits of information that are needed for the lesson.

The hardware used for this presentation is the data projector and the interactive whiteboard, so every piece of information written on the board is saved to the presentation, which in fact disagrees with the fact that Power Point presentations cannot be influenced by the teachers' or students' interaction. However, the ability to save the written comments to the presentation is not a function of Power Point software, but it is a function of SmartBoard drivers.

Reflection: I consider this material to be a good change in the learning process from using the textbook. At the beginning of the lesson, students were more attracted by the presentation and, compared to the same lesson a year earlier, more work was done.

6.2.2. SmartBoard Software

This hardware solution is new and one of the fastest expanding equipment schools equip their classrooms or build a new multimedia laboratories. Such a multimedia lab consists of a PC, a data projector and a special whiteboard, which connected to a PC can be controlled by both a PC and a hand touching its surface.

SmartBoard, which is one kind of interactive whiteboard, can be used in two basic ways. The first possibility is to use SmartBoard to give a classical presentation, so students follow particular slides. The second alternative is to build up activities that require students to come to the board and act. Students can be asked to write in the gaps, complete games such as hangman or crosswords, match vocabulary to a picture by drawing a line or move an object on the board.

The lesson plan in chapter 0 is based on the SmartBoard activities. This was made for the practice on adjectives in the seventh grade. I have made a simple exercise with wagons (see appendix 10.9.2). Each wagon carries a word and the objective of this game was to build up a train with the correct words in the correct word order. This exercise followed the grammar part of the lesson, where student found out that adjectives precede nouns and students were asked to copy the correct sentences into their notebooks.

Reflection: The new technology and the fact that students had to move and were not only sitting at their desks increased students' motivation, because almost everyone wanted to come to the board and during this particular activity, students' attention was focused on the action in the classroom.

6.2.3. Visual Aids

For many students it is easier to learn when they see things. The use of a data projector is a great opportunity to design a nice and colourful lesson that attracts students' attention. Not only is this helpful for students, but also for the teacher. It saves money. Not all schools are equipped with a colour copy machine or printer. Even if students are given black and white copies, and the task works with colours, thanks to this simple projection, students can successfully complete their task.

The other way the projection saves money is that teachers do not have to make tens of copies and they just can project the worksheet on the board and students will copy all the necessary information. On the one hand this is better, because in many exercises students have to copy the whole sentences and so the chance they will remember what they write is higher. On the other hand, this approach is more time-consuming.

Since there are not enough money at schools and grammar books are quite expensive, teachers can scan the appropriate part of the book (for example Essential Grammar in Use) and instead of copying or printing the exercises, they can project the page on board and complete the exercise on the board, meanwhile students are making notes into their notebooks.

The silver screen of the whiteboard is much bigger than TV, which are used for playing video recording or DVDs. So, playing movies on the whiteboard is another great activity, which can be easily arranged into the learning process. The Oxford University Press published three nice Wallace and Gromit DVDs, which are modified from its original movies, and so they can be used in the ELT classes. Following the Wallace and Gromit teachers' book and the textbook teachers use in their classes, teachers can easily make a worksheet they need to and which contains the exercises on the area they want to practise. This worksheet can be prepared in the Word Processor (see chapter 6.3) and copied.

Reflection: Watching the video helps students to understand what they hear and attracts their attention, unlike listening to the audio recording, when many students can complain that they do not understand.

There is plenty of grammar and vocabulary that is appropriate for a specific level and age of students if chosen carefully.

Playing these videos also shows students, that watching movies in the English language does not have to be so complicated.

6.3. WORD PROCESSING

Word processing is probably the most widely used and its potential is countless for both the teachers and the students. Teachers can easily design many supplementary materials such as role-play cards, worksheets (see appendix 10.1), crosswords puzzles, games, grammar cards or tools, quizzes or tests. Unlike gluing bits of paper, this work is much cleaner; the material looks professional and is easily recyclable by using the same sheet of paper or by making necessary changes. Arranging and storing these files helps teachers to build a database of their materials and is quickly and easily accessible.

Concerning correcting students' work, the word processor disposes of revision tools or teachers can use the simple correcting marks (or use Mark-In software with inbuilt functions for text correction).

Word processing is an invaluable tool for students, too. If teachers ask students to practise their writing skills, students can use the best of the word processor. First, it is easy to read the text written on a word processor and it gives an adequate opportunity to the students who have learning disabilities concerning writing – it does not matter whether the text is printed on paper, or opened in the programme. The other benefit for the students is the use of spellchecker. Students should be encouraged to use word processors and to take advantage of this software.

6.4. SPREADSHEETS

I consider spreadsheets (XLS format) mainly for teachers' support. However, teachers can use them for creating puzzles, charts or other games.

After installing IPA font and keyboard to the computer, teachers are able to create vocabulary lists (see appendix 10.3.1) for students. These files can be exported to PDF format, so it is easy to open them in all computers independently on the operating system. The software for opening PDF files is free to download. Tables with vocabulary lists can also be exported to many different formats like CVS, which enables, after small changes, use the file for other software like crossword compilers (see chapter 6.5) or software for practicing vocabulary (see chapter 6.10).

For me as a teacher, spreadsheet is a very useful tool to monitor and analyze how students are doing. After discussing it with parents I have decided not to mark students but to give them points, which I consider more motivating, and to mark them only for the purpose of school reports. Different sheets in the XLS file can store different data and keep them clear for everyone. An example of such a use is in appendix 10.3.2, which in fact is one table. After analyzing the data, students are given a short evaluation every two months, so they and their parent know how they are doing.

Other teachers in our school are interested in using the spreadsheet I made and this is the best feedback I was given.

6.5. CROSSWORD COMPILERS

Crosswords are a quick and very motivating way to test students' knowledge of vocabulary. One example of the quiz is in appendix 10.4. Thanks to the word intersections, students have a chance to recall some words they have in their passive memory.

I use two pieces of software to make both online and paper crosswords. Eclipse Crossword (http://www.eclipsecrossword.com), which is a free software; and paid software Crossword Compiler[1] (free downloadable trial version on the website).

[1] http://www.crossword-compiler.com

Crossword Compiler enables the creation of various shapes of puzzle, as well as other puzzles like Sudoku. Creating a crossword puzzle is really simple and quick. In a few steps teachers can create several versions of the quiz.

From the students' point of view, filling the crossword puzzle is less stressful than translating words and can be done as a game as well. Students have to get used to various testing approaches and crosswords is one of them.

6.6. MIND MAPS

This software can be replaced by Word processor software, but for example FreeMind[2] is free to download and easy to learn to work with.

Software for creating mind maps can be useful while students are working on projects. Since this work requires students to work in the computer laboratory alone or in small groups and since this will be a new kind of software not only for students, it is recommended to work on a project that includes both language and the ICT classes.

6.7. HOT POTATOES

Hot potatoes software is lesson construction software. It is not freeware, but it is free of charge for those working for educational institutions. Outputs from this software are mainly for online use, but paper quizzes can be created, too.

Hot potatoes consists of six applications. Teachers can make *jumbled-sentences, multiple-choices, short-answers, crosswords, matching or gap-filling exercises*.

6.7.1. Jumbled-sentences

Jumbled sentences (see Appendix 10.6-1) are a great opportunity for student to practise word order by clicking on the words or dragging the words in the order they think is correct. This is challenging especially for students with learning writing disabilities. Students can take their time to complete the exercise.

6.7.2. Multiple-choice

Multiple choices are typical online exercises. These allow students to decide what the correct answers are.

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[2] http://freemind.sourceforge.net/wiki/index.php/Main_Page

6.7.3. Short-answer

In this exercises students are expected to answer the question or to complete the given sentence. Because the program assesses the user, it must be filled with the correct answer, which may be difficult for longer answers. That is why it is called short-answers. Even if there is no maximum limit for the answer, I suggest one or two word answers.

6.7.4. Crossword

In many ways the crossword puzzle generator functions the same as the crossword compiler. It can automatically generate a crossword or, which is a big useful difference, teachers can fill the grid by themselves (see Appendix 10.6-2) so they can reach a specific layout. This is helpful if teachers use this crossword generator to build the same exercise that is in the student's book.

As well as in the crossword compiler, all the words in the crossword must be linked with cues. This can be done by uploading a file with vocabulary or the teacher can do it by hand, which means first design the layout and the words, then add appropriate cues.

6.7.5. Matching/Ordering

In the matching exercise, students are asked to match two columns together. This could be done in two ways. The first is matching by choosing from the list of available options (see Appendix 10.6-3) or by dragging the answers to their questions (see Appendix 10.6-4).

6.7.6. Gap-filling

Gap-filling is a typical comprehension exercise. Hot Potatoes software provides two basic ways to create the exercise. The first way, suggested especially for elementary level students, enables to the teacher choose the words he/she wants to erase from the text. These words are automatically stored in the database, so the correct answers are prepared for checking after the test. The other way to auto-gap, that erases every *n*th word from the text.

6.8. COREL DRAW

Corel Draw is an excellent tool for designing professional graphics.

I have started to create small grammar cards (see appendix 10.5), which are then laminated and students are free to use them during classes or at home. These cards, unlike the cards sold in the bookshops, are designed for immediate use and reflect the grammar that is taught.

Using this software requires teachers to have extended knowledge of using specific software.

6.9. AUTHORING SOFTWARE

Authoring software contains pre-programmed elements for designing interactive multimedia.

Macromedia Authorware is software, which is available for students at TUL, is the widely used software that includes graphics, video, voice and text elements, so it can be used for creating any exercise.

Requirements for the teachers are to learn the meaning of the icons. No programming skills are needed to work with and to design the exercises.

From the variety of possibilities Macromedia Authorware offers drag-and-drop exercises, filling the gaps (see appendix 10.7-1) or simple clicking on the correct word (see appendix 10.7-2), while the exercise is done as a vocabulary tester.

This is quite a new approach to learning the language, however, many language books are published with CD ROMs with additional exercises, and these CD ROMs are created in this software.

The only negative I see in the use of these exercises is the fact, that individual tasks have fixed order.

6.10. TESTING VOCABULARY

Software for testing or better for practising vocabulary is a very helpful tool for students' home practise. Few students are willing to study new vocabulary by writing it on a sheet of paper. Using this kind of software gives students the opportunity to work on the computer, which is what they like, and shows them that computers can be a very helpful tools designed for education.

6.11. THE INTERNET

The Internet can be used in two main ways – as a source and for e-learning.

6.11.1. The Internet as a source

Today the Internet probably provides the widest source of material and information in the world. Teachers and students should remember that:

- Anyone can publish something on the Internet;
- Anything can be published on the Internet.

This should warn both teachers and students first: **Do not trust everything you find on the Internet and be careful about information you want to use.**

Before teachers decide to use information and materials from the Internet, they should be aware of reliability and validity of the source. The questions are Who ?, Where? and When? provided this information.

The evidence to answer the question *'Who has written and published the information?'* are usually the author's name, the contact detail, the name of the organization publishing the information. If the page contains such evidence, it can be considered as a trustworthy source of information.

Where does the information come from? is another important question. There are specialized servers for teachers for sharing materials (http://www.veskole.cz) or servers provided by publishers such as Oxford University Press (http://www.oup.com) or Cambridge (http://www.cambridge.org). Such servers are known among teachers and provide materials made by teachers as well as professionally made materials.

Because information on the Internet can be out of date, change without warning or disappear teacher should also ask himself the question: *When was the information published*.

The Internet provides a variety of materials for different levels of students. For example the server http://www.handoutsonline.com offers more than 250 worksheets for ESL/EFL teachers:

- Conversation and grammar builders
- Crosswords, flashcards, games and more
- Perfect for photocopying for classes

- Everything written by qualified teachers

Worksheets are professionally presented, with step-by-step teaching notes.

Also discussion groups, journals and tips for teachers can be found on the Internet (http://www.usingenglish.com – a collection of tools and resources for students, teachers or learners; http://www.teachingenglish.org.uk/think – lesson plans, worksheets, teaching tips and articles, as well as information about professional development, training, conferences and qualifications; http://www.iatefl.org – the International Association of Teachers of English as a foreign language) .

6.11.2. E-learning

E-learning can be understood in two ways. The first is as complete lesson units, which may not be good for use in primary schools. These lessons usually contain grammar which is not covered in syllabus. In such situations the only way to use e-learning is to create online activities or use only activities that are designed for specific grammar or vocabulary practice.

The use of school servers such as 'moodle' for supporting practise language has become more common in recent years.

Although, this diploma thesis does not cover e-learning as a main area, lesson plan #1 shows one moodle server activity just to demonstrate the possibility this server offers.

The use of the Internet for the purpose of this Diploma Thesis is to show how the Internet provides a wide range of sources (information, pictures or videos).

7. THESIS STATEMENT

Information Technology for creating, managing and using supplementary materials makes the lessons varied, helps students to improve language as well as computers skills and motivates students. Lessons in the computer lab provide dyslexic students with time to work on tasks independently from the rest of the class, which lets dyslexic students focus on a particular grammar or vocabulary area and lets them accomplish their work successfully, while other students work faster.

8. PRACTICAL IMPLEMENTATION

This chapter focuses on the practical implementation of using supplementary materials based on IT as they were used during my teaching practice at ZŠ Liberec, ul. 5. května.

Note: The following abbreviations are used in lesson plans:

- **T** for Teacher
- **Ss** for Students

8.1. SITUATION AT THE SCHOOL

Before I started with the practical implementation I talked with the IT coordinator at the school. I was introduced to the current situation and I was told that the only time students used computers was during their IT classes. The exception was the biology classroom with its own data projector and PC. Also for teaching languages the situation was a little bit different, because there was a specialized language classroom that was equipped with a PC and headsets for listening and speaking exercises. However, this equipment was still rarely fully used. Most language teachers used it only for listening when teaching languages.

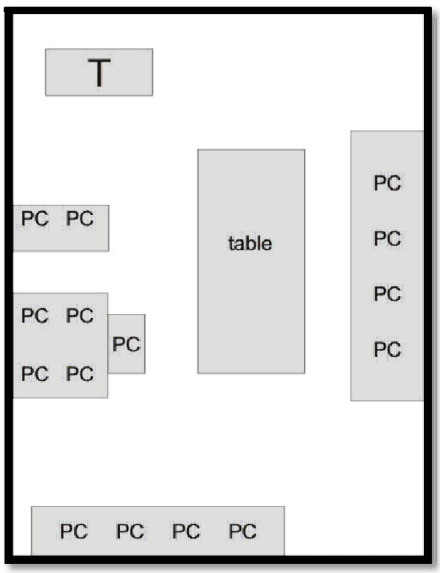
In autumn 2006 a new Multimedia Classroom was built. This classroom was equipped with a Smart Board, a data projector and a PC.

Also in autumn 2006 I managed to create a web server for using MOODLE at the school. This was used only for my English classes in 2006. However, in autumn 2007 more teachers became interested in this online support for their lessons and during 2007/2008 there were 17 courses for 5 different subjects on the server.

8.2. CLASSROOM PRACTICE

I taught 7th and 8th grades. The book used in these classes was Project 2 and Project 3 written by Tom Hutchinson and published by Oxford University Press. There were 15 children in the 7th grade and 19 in the 8th grade.

Lessons took place in the Multimedia Classroom and the Computer Lab (see Picture 5). The Computer Lab was equipped with computers (PC), a data projector (DP), a whiteboard (W), teacher's table (T) and a big table, where students started and finished lessons and where they listened to the instructions before they started their work.



Picture 5: The Computer Lab

8.2.1. Lesson Plan #1 (online practice)

Class: 7th

Time: 45 minutes (online activities: 30 minutes in Stages 2-4)

Materials: PC, data projector, activities on the school 'moodle' server, online game

Aims: to practice the past simple form of regular and irregular verbs – affirmatives and negatives

Objectives: by the end of the lesson Ss use the correct forms of regular and irregular verbs in both affirmative and negative forms

Thesis focus: working on computers motivates students, drilling improves language skills and using computers improves computer skills

Stage 1: Opening the lesson (5 min)

This lesson takes place in the computer lab. Ss sit around the table.

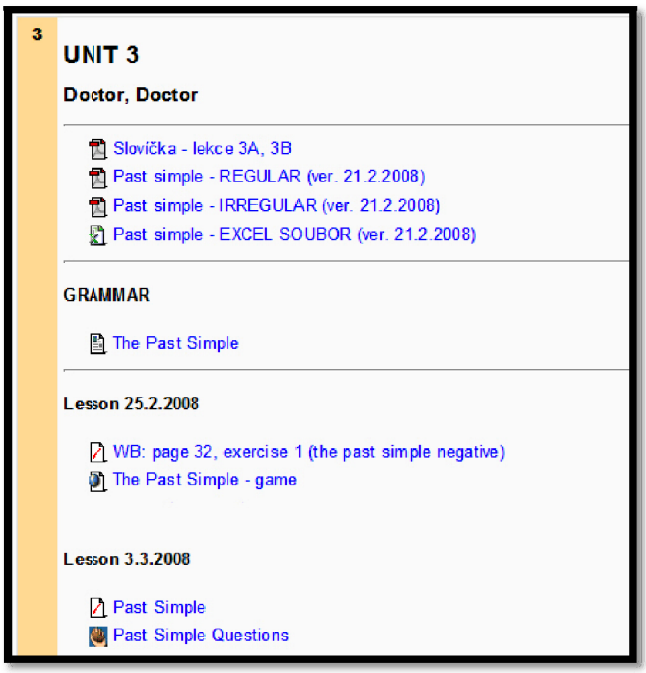
Introduction: T introduces the lesson by telling Ss they are going to practise the past simple form of verbs in some online exercises.

Stage 2: Pre-Computer work (5 minutes)

T explains and shows how the programmes work. T opens the address: http://moodle.darkhelm.eu, chooses English language '7. třída - AJ (Project 2)' and logs in.

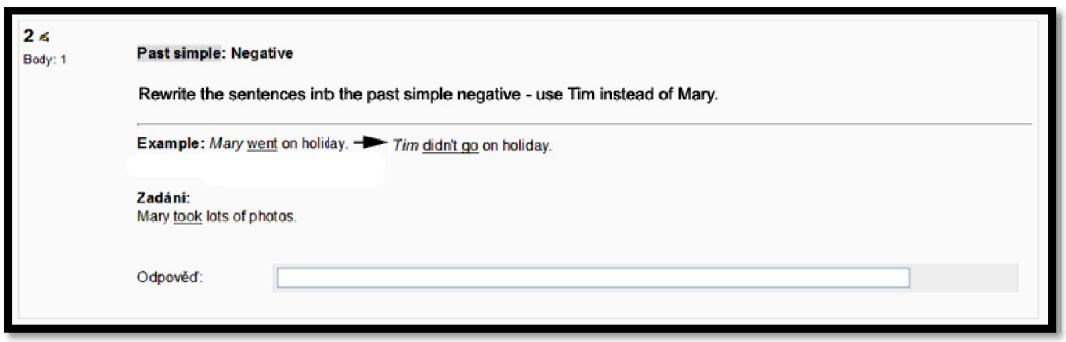
T gives these instructions:

- *When your log in is successful, find lesson 25.2.2008 (see Picture 6).*
- *There are links to two exercises. I want you to work on these exercises in the order you see them on the board.*



Picture 6: Screenshot from the Moodle server - English Language for the 7th grade (Project 2)

T opens the first exercise WB: page 32, exercise 1 (the past simple negative). In Picture 7 there is an example from 'the past simple negative' exercise. The whole exercise is in Appendix 10.8.



Picture 7: Online practice exercise - The Past Simple Negative

T's instructions for students:

- *There are 9 affirmative sentences about Mary in the exercise.*
- *Your task is to make these sentences negative. Use 'Tim' instead of 'Mary'.*
- *Look at the example: Mary went on holiday.*
- *Can you make the negative sentence?*

Ss: Tim didn't go on holiday.

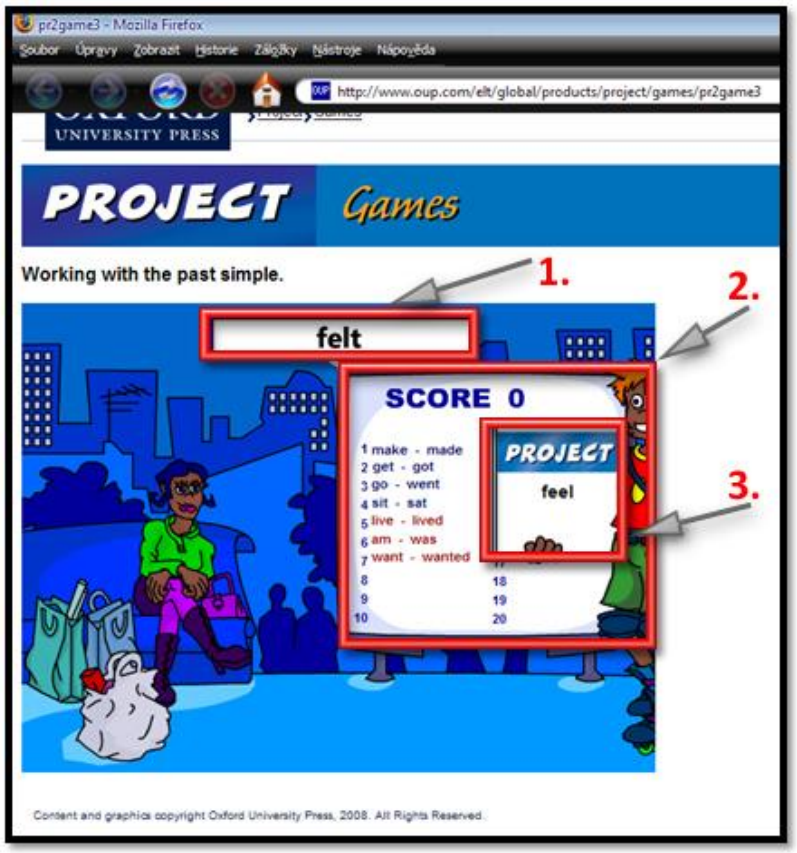
T: How do we make the past simple negative?

Ss: We use the verb 'did' + 'not' + the infinitive.

After this short revision of creating the past simple negative, T adds more information:

- *When you finish these sentences click on the "Odeslat vše a ukončit pokus" button at the bottom of the page.*
- *I'll check your answers and give you points for this exercise after the lesson.*
- *Do you have any questions?*

Once any questions have been answered, T clicks on the second link 'The Past Simple - game', opens the second exercise (see Picture 8):



Picture 8: Working with the past simple – online game on the Oxford University Press pages

This is a game-like exercise. Even though the main purpose is to drill the past simple form, there also are aspects that change this exercise into a game – the boy roller-blades, the lady laughs when the boy falls down over her bags. The

aim is to write the past simple form of the verb as quickly as possible and to save the boy before he falls over the bag.

T gives these instructions:

- *You will play a game. There is a boy who is holding a Project book in his hand and roller-blades across the screen.*
- *There is an infinitive written on the book (box 3 in Picture 8).*

T points at the box.

- *Your task is to write the past simple form of the verb into the box at the top of the page (box 1 in Picture 8).*

T asks Ss the example verb and writes it in the correct place: FEEL – FELT.

- *In this game there are 20 verbs.*

The list of the verbs: *make, get, go, sit, live, am, want, feel, read, take, work, like, do, stay, eat, have, write, give, come, are*.

- *You have about 8 seconds to write the past simple – if you can't make it in 8 seconds, the boy will fall down and your answer will be marked as a mistake.*
- *The programme gives you 5 points for each correct answer; it takes 5 points away for each mistake and gives 0 for an incomplete answer (if you do not press the Enter button).*
- *The correct answers will be shown in blue on the list on the screen. If you make a mistake, the correct form will be shown as well, but the colour will be red.*

T points at box 2 in Picture 8.

- *When you finish your twenty verbs and if your score is 60+ raise your hand and I'll write down your score and give you points (10% is 1 point). If your score is lower, start the game again.*
- *Do you have any questions for this exercise?*

Once any questions have been answered, Ss go to computers and start work. T gives instructions for both exercises, because then Ss can work on these

exercises at their own pace and T can help dyslexic Ss or Ss with problems such as controlling the game or using the keyboard.

Stage 3: Negative sentences exercise

Ss work on this online exercise (see Appendix 10.8) on their own. T walks among the students, monitors their activity and answers questions students may ask during the exercise.

When S submits his/her sentences, T and S check S's score. If S has made mistakes, T asks S where the mistake is.

Example situation (S writes: *Tim didn't wrote postcards to his friends*.):

T: What does the verb 'wrote' mean?

S: 'napsal'

T: What is the infinitive of 'napsal' in Czech?

S: 'psát'

T: How do we say 'psát' in English?

S: 'write'

T: Do we use 'write' or 'wrote' in the past negative?

S: 'write'

T: OK. Now, correct your negative sentence.

S: 'Tim didn't write postcards to his friends.'

T focuses on dyslexic students and checks their sentences during the exercise because they can make typographical mistakes (two spaces between words or no spaces after punctuation marks).

During the post-lesson reflection, T checks Ss' answers – looks for typographical mistakes and marks answers with these mistakes as correct answers because the purpose of this exercise is English language and not typewriting. The next lesson Ss will be told about these mistakes – this is a procedure Ss are familiar with and this procedure helps Ss not to make these mistakes next time.

The school moodle server saves the activity of all the stud ents to a log file. For reflection, T also uses the server log file and checks Ss' online activity – e.g. T can see how Ss write their answers or how much time they spend on the exercise.

After 15 minute-work T announces Ss the time to make sure Ss have enough time for completing both exercise. T checks how far the two dyslexic Ss are and suggests continuing on the first exercise and helps them by asking questions:

- *What did Mary do? – enjoyed/took photos...*
- *What is the infinitive of 'enjoyed/took photos...'?*
- *What verb do you need to add to make the sentence negative?*
- *What didn't Tim do?*

Then T repeats the negative past simple sentence and Ss write the answer.

Stage 4: The Past Simple – online game

Time for this game is 10 minutes, which means that Ss can play the game at least twice because the time limit for writing down the past simple of the verb is 8 seconds and they have to make the past simple for 20 verbs.

During the game T monitors the class and Ss' activity.

T focuses on dyslexic Ss, who might have problems with writing the verbs in the time limit. If this situation occurs, T asks these Ss to do the exercise orally: T says the infinitive and Ss say the past simple. T marks correct answers and corrects wrong answers and then lets Ss do the exercise in a written form. T writes both scores into his notebook.

As soon as someone is finished, he/she raises his/her hand and T checks his/her score. If the score is 60+ T writes points in his notebook. If the score is lower, Ss are asked to play the game again to gain more points. Ss with less than 100% are encouraged to play again because they can also get a higher score and gain more points.

Two minutes before the time for this exercise expires, T tells Ss not to start a new game.

Stage 5: Talking about health problems in the past week; Evaluation of the lesson (10 minutes)

The production of what Ss practice in two online exercises is done without computers.

Reflection:

Reflection on stage 2 – pre-computer work

Before students started their work on the PCs in the computer lab, they sat around the table and listened to instructions for both of the online activities. The reasons to explain both of the activities before Ss began work were that:

- Ss were not interrupted during their work;
- they had to organize their time to complete both exercises ;
- T had the opportunity to focus on dyslexic Ss or Ss who had problems completing the online exercises.

I asked students to make example negative sentence to check whether they understood what they were asked to do and how to make the negative sentence.

Reflection on stage 3 – negative sentences exercise

Ss worked on this exercise on their own. The affirmative sentences were given as well as the example sentence (affirmative and negative form). After completing the exercise, Ss were immediately given correct answers. They went through their answers and then they had a second attempt to complete the exercise.

The immediate response from the system is very va luable for Ss who can do the exercise again, correct their mistakes and gain more points while drilling the grammar.

This online practice with immediate response also gave me a chance to work with dyslexic students and to help these students – students forgot to use the apostrophe in *didn't* and to use full-stops. They also used the past simple form

after the auxiliary verb *didn't*, so I asked them to look at the example sentences and to tell me which verbs are used. Then I highlighted that only one verb was in the past simple form – the verb *do*. We did another two sentences together and then students worked alone. The rest of the class worked on their own, their work was immediately compared with correct answers (the server did the evaluation) and then they had the opportunity to correct their mistakes – almost without my help.

The only time students asked me for help was when they did not find any mistakes in their answers, but the sentence was marked as a mistake. This happened because students made typographical mistakes – double spacing and no space after punctuation marks.

After the lesson I went through students' answers and found out that 12 students (out of 15) corrected their mistakes and made none or one mistake in their second attempt. One student managed to complete only one attempt and two students made three mistakes – they used the past simple form after the auxiliary verb *didn't*.

Students were focused on their work during the online exercise. The noise in the classroom was lower than in a typical classroom. The reason was that everyone was working with a computer, which was much different from typical lessons, because students did not like handwriting.

This computer work also motivated students who do not usually work too much or do not write the whole exercises into their notebooks.

Reflection on stage 4 – working with the past simple; the game

Students remembered the instructions from the beginning of the lesson and had no problems or questions during this exercise.

After finishing the game, students raised their hands and I checked their score. None of the students were 100% correct, 9 students gained 60+ in their first attempt, but everyone was able to play the game at least twice.

I collected their score after each attempt.

Dyslexic students were also able to accomplish the task successfully and the time limit of 8 seconds per verb did not limit them. The reason was that students play many computer games and use the mouse and the keyboard a lot. They remembered the keyboard layout and they did not have to think how to write words, so students felt more comfortable. Moreover, many moves with the mouse or on the keyboard are natural for students.

The game aspect in this exercise was the motivator.

Reflection – summary

In this particular lesson students had 30 minutes to complete two online exercises. Students worked independently and I was able to monitor and to focus on work with the two dyslexic students in this group. Students who did not need any help, finished their work and their answers were immediately checked.

Half an hour was a sufficient amount of time and students were able to correct their mistakes (stage 3) and play the game (stage 4) twice or three times. Also the dyslexic students were able to finish both of these exercises.

Instructions for both exercises (stage 2) were clear because students did not have any question and they worked as they were supposed to work. Students had no problems considering the exercise instructions, they finished their work on time and then they called me to check their answers and to collect their score.

In the last lesson before this online practice students took a short quiz on the past simple forms.

During the online activities, students drilled the past. A week later another quiz on the past simple took place. Comparing the results, most of the students achieved better scores. The reason was that during the online activities students had the immediate response with correct answers, so they were able to check their answers and do the exercise again right after the first attempt. Students remembered what mistakes they made and were able to recall this information, because they were using something they liked – a computer – for the drill exercise.

8.2.2. Lesson Plan #2 (SmartBoard activities)

Class: 7th

Time: 45 minutes (SmartBoard activities: 30 minutes in Stages 2, 4-6)

Materials: SmartBoard activities; Ss' notebooks; tapescript 19 in Project 2

Aims: to practice new vocabulary – matching words to the picture; to present and practice word order with adjectives

Objectives: students are able to recognize body parts vocabulary. They correctly match vocabulary to the body in the picture; students use the correct word order with adjectives to describe animals

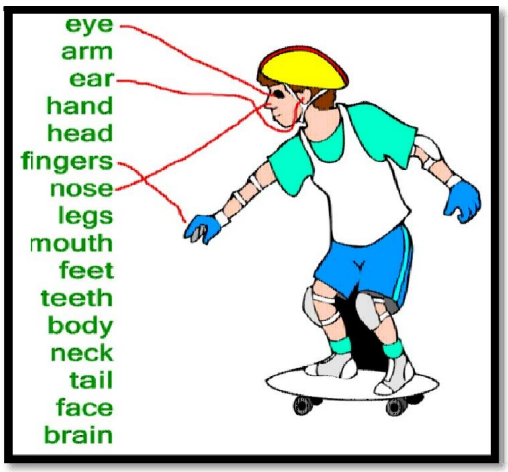
Thesis focus: SmartBoard changes the lesson activities to active activities, SmartBoard activities motivate students and encourage them for further work

Stage 1: Introduction + Motivation (3 minutes)

T greets Ss and introduces the topic of the lesson – describing and talking about animals. As a lead-in activity T asks Ss what pets they have at home.

Stage 2: Pre-listening activity – SmartBoard activity (5 minutes)

In this exercise T asks Ss to match the body parts to the picture by drawing lines (see Picture 9).



Picture 9: Screenshot from SmartBoard software – body parts vocabulary

T says these instructions:

- *There is a picture of a boy and sixteen body parts.*

- *Choose one word and raise your hand.*
- *When I call your name, come to the board, read the word aloud and draw a line connecting your word to the correct part of the body in the picture.*
- *There are some words that cannot be connected.*

If Ss do not have any questions, T starts the activity.

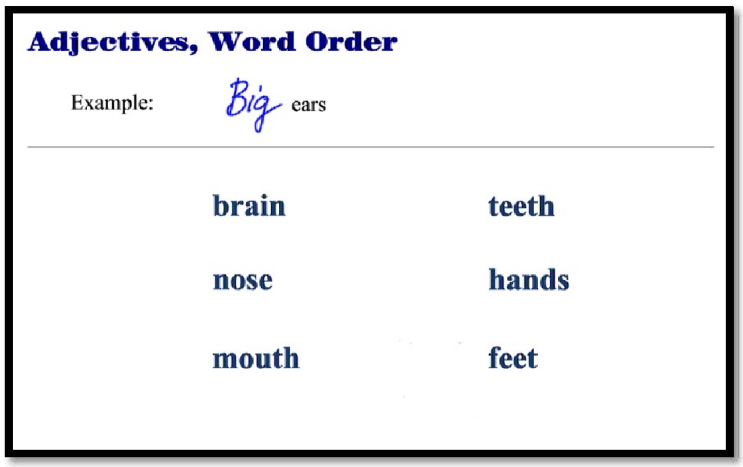
Ss raise their hands and T calls Ss to come to the board. Ss can choose one of the remaining parts of the body and match it to the picture.

Since the picture and the words are projected on the SmartBoard, Ss come to the board and draw lines. This changes the vocabulary activity to an active activity. Ss are also asked to read the word they choose aloud, so their pronunciation is checked. Moreover, Ss are allowed to move and to walk during this activity, so they should be able to sit for the next activity and to focus more on the listening exercise.

Stage 3: Listening (5 minutes) – *tapescript 19 in Project 2*

Stage 4: Presenting new grammar – Adjective word order (10 minutes)

On the next slide, there are six nouns – brain, nose, mouth, teeth, hands, feet – (see Picture 10) from the listening exercise. Ss listen to the tapescript (for transcript see Appendix 10.9.1) and focus on nouns and adjectives that describe them. Ss are asked to leave some space for the title and to copy the nouns to their notebooks.



Picture 10: Screenshot from SmartBoard software – Adjectives, Word Order

T gives these instructions:

- *There are four nouns. Can you read them? What do they mean in Czech ?*
- *Leave some space and copy these nouns into your notebooks.*
- *You will listen again and I want you to remember how the speaker describes these things.*

T checks whether Ss understand what their task is by giving an example:

- *Look at the example: the noun is 'ears'. The speaker says, 'Elephants have big ears'. What does the speaker use to describe 'ears'?*

Expected answer is 'big'.

T finishes the example and writes 'big' before 'ears'.

- *You will write 'big' before 'ears' in your notebook.*

After listening, Ss come to the board and say and write their answers. The rest of the class checks whether they have the same words.

When all four nouns are combined with adjectives (a large brain, a short nose, a small mouth, weak or strong teeth, large hands, large feet), T asks Ss to translate expressions into Czech. Then T asks what word class the words in front of nouns are in Czech. Ss should recognize *'přídavná jména'*. T gives the English term for *'přídavná jména'* = *'adjectives'* and writes the title on the board: 'Adjectives, Word Order'.

- *Write the title 'Adjectives, Word Order' into your notebooks.*

- *What is the position of adjectives in these expressions?*

Ss should elicit the correct answer, that the adjective precedes the noun.

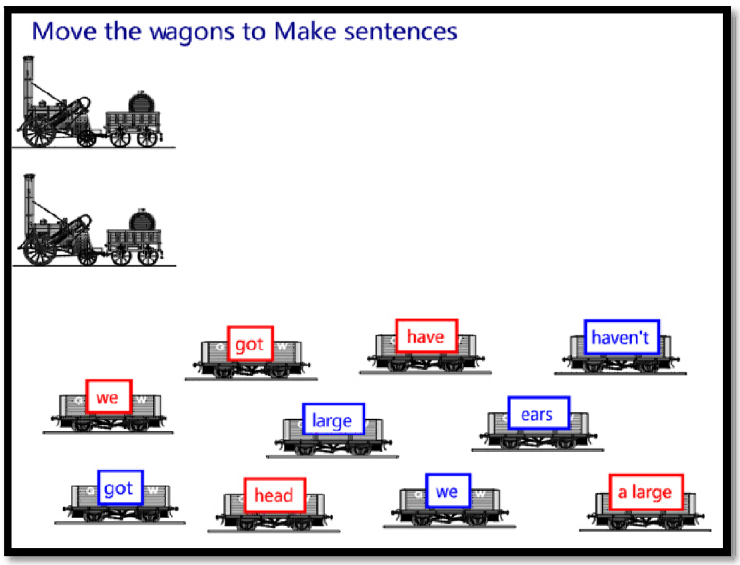
T underlines nouns and circles adjectives and asks Ss to do the same in their notebooks.

- *Underline nouns and circle adjectives.*

Stage 5: Practicing exercise – SmartBoard activity (15 minutes)

In this activity Ss come to the board and practice the word order with adjectives. This activity is based on a textbook, but it is changed to an active activity – Ss do not only sit at their desks and write into their notebooks, but they also come to the board and move objects on the board.

T shows slides with trains and wagons carrying words. An example slide is in Picture 11, the rest of the slides of the activity are in Appendix 10.9.2.



Picture 11: SmartBoard activity - word order with adjectives

T explains the task:

- *There are two trains on each slide, but the wagons in the yard are mixed.*
- *You have to build up a train by moving wagons in to the correct order.*
- *You will come to the board, and grab and drag wagons into the correct position.*

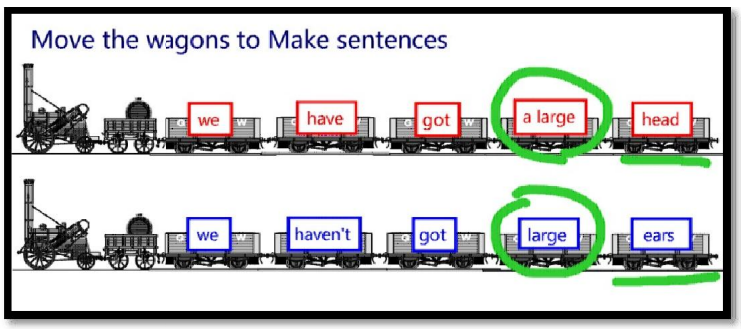
T shows how to grab the wagon and drag it into the correct place (to the engine or to the last wagon). This is called a 'grab-and-drag' activity, because students use two moves to complete the task. First they have to 'grab' an object, which means put the marker on the object and push on it, and then they have to 'drag' the object to the correct place – in other words they have to change the position of the object.

The expression 'grab-and-drag' is widely used for online and CD exercises or games, where the task is to change the position of an object.

After Ss build the sentence (the train) they are asked to under line the noun and circle the adjective.

- *Then you will underline the noun and circle the adjective in the sentence – the same thing we did on previous slide.*
- *When the sentence is correct, you will write it into your notebook.*
- *There are ten sentences total – two on each of five slides.*

Ss come to the board and move the wagons to make a sentence with the correct word order (see Picture 12). Once the sentence is correct, Ss write the sentence into their notebook, and underline the noun and circle the adjective in the sentence.



Picture 12: SmartBoard activity - word order with adjectives

If Ss make a mistake in the word order, T asks Ss what the noun is, what it means and what the sentence says – to elicit the correct word order. If these hints do not help, then T asks the class to find and correct the mistake.

There are ten sentences in this practice exercise (see Appendix 10.9.2). T calls different Ss.

During the activity T monitors and checks Ss' work and notes.

Stage 6: Describing animals – Homework (5 minutes)

T presents three pictures of animals (see Picture 13) and asks Ss to tell him what they see. T focuses on the word order in sentences Ss make.

E.g. *A cheetah has got a long tail.*

Picture 13: Animals for "Describing animals"

T sets up homework:

- *Choose two animals (you can choose different animals from those in Picture 13).*
- *Download and email me pictures of animals you will describe*.

Ss will work with the Internet, download pictures and send an email, so they will develop computer skills they are taught during IT classes. This is important, because Ss see the connection between subjects and should realize, that the way they are taught in different subjects (IT classes) will affect other subjects (the English language) and vice versa.

- *Write five sentences for each animal*.
- *Do not use the animals' names, but start your sentences with 'This animal…'.*
- *Next lesson you will describe the animal and the others will try to guess which animal it is.*

T suggests using a dictionary for new vocabulary and to write new vocabulary into Ss' dictionaries. This vocabulary will be presented for other Ss next lesson – Ss will show the picture of the animal (on the whiteboard or in the picture on paper) and describe the animal to the rest of the class.

Stage 7: Review and evaluation of the lesson (2 minutes)

Reflection

Reflection on stage 2 – pre-listening activity

Students were asked to come to the board and connect words with parts of the body. Students had a chance to choose a body part they knew, so I gave the opportunity to weaker students first, because the list was wider. This resulted in a higher attention students paid during the activity and increased the motivation for further work.

This physical activity, where students came to the board and drew lines, was good before the passive listening exercise, because they did not sit at their desks all the time, but they had to move.

Reflection on stage 4 – presenting new grammar

After practicing vocabulary in stage 2, students had no problems to recognize nouns they were asked to work with.

While student were listening to the recording, everyone wrote correct adjectives into their notebooks – I checked students' notebooks during the exercise and before students went to the board to write their answers.

The last student who completed the last adjective–noun expression, stayed by the board, translated the expressions into Czech, recognized word class as adjectives and quickly found out the position of adjectives and nouns – that the adjective precedes the noun.

Reflection on stage 5 – practicing new grammar

This was a 'grab-and-drag' activity made for SmartBoard.

This active activity increased students' motivation to work with the language, because they not only wrote sentences into their notebooks, but they acted in front of the class, they wanted to come to the board to assemble their own 'sentence train' (see Picture 12) and they actively interacted with those students who made their sentence incorrectly.

All the students wrote all sentences into their notebooks without any negative comments. This was also the result of the active activity, which engaged students to participate in it.

Reflection on stage 6 – describing animals

The last part of the lesson was a production of what students learned and a set up for their homework. Three pictures of animals were presented and students used adjectives to describe those animals. This in class projection and description of animals functioned as homework set up. During their homework student will use the Internet, search for pictures of animals and email pictures to the teacher – in this homework students work on and extend their computer skills.

In the lesson, students made three correct sentences (*E.g. A mouse has got small ears. A mouse has got a long tail. A mouse has got small eyes.*) for each picture (see Picture 13) and made no mistakes in word order – this was the result of the previous activity, in which the whole class participated.

Reflection - summary:

Students were active in all activities. Using SmartBoard activities as a new element in the language teaching encouraged students' motivation very much and the lesson went fluently on.

Even though activities were based on a textbook, changing the practice activity from writing to moving objects on the board also changed students' attitude, so students worked harder and tried to be called to the board – this was the biggest change compared to the previous lessons, because students who usually did not work so much wanted to be called as well.

From the teacher's point of view, the file (slides with activities) was saved at the end of the lesson, and can be used in the future if necessary (for grammar reviewing or reminding). The teacher can also easily recycle this lesson plan or share the activities with other teachers.

8.2.3. Lesson Plan #3 (presentation)

Class: 8th

Time: 45 minutes (35 minutes for stages 2, 3)

Materials: PC; a data projector; whiteboard; T's presentation about London; the Internet (http://www.youtube.com)

Aims: to present a cultural topic; to present new vocabulary

Objectives: Ss become familiarized with the most famous places in London

Thesis focus: to vary the lesson and to motivate students to learn new vocabulary by using a Macromedia Authorware presentation and the Internet

Stage 1: Introduction + Motivation (3 min)

T introduces the topic – London – and to motivate Ss, T asks Ss what they know about London – sights, places, people or events. T can emphasize that London was the terrorist target in summer 2005 and the Summer Olympic Games in 2012 will take place in London.

Stage 2: Welcome to London – Authorware presentation (30 minutes)

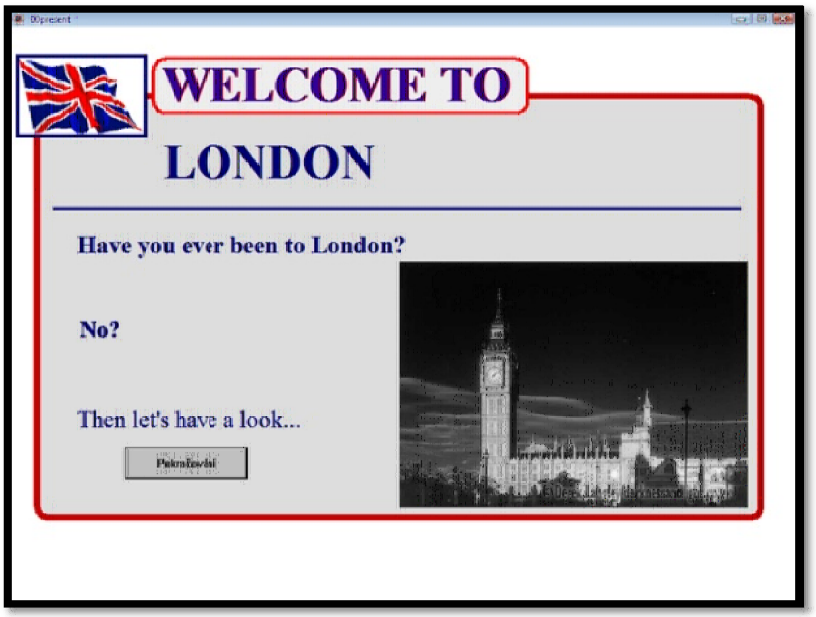
This presentation is made in authoring software Macromedia Authorware (see chapter 6.9) and is based on the textbook Project 3 – Unit 5.

During this lesson Ss will not use their textbooks. Only the presentation, the Internet and Ss' notebooks will be used. The use of the presentation, the data projector and the SmartBoard will encourage Ss to be more active and to talk more often. The student talking-time is expected to be used more effectively, because Ss follow the same procedure for each slide in the presentation. The motivation is expected to be higher, because Ss find work with a textbook somewhat boring and using an alternative method (the presentation) encourages Ss to cooperate with the teacher.

T use mimics, definitions and visual aids (pictures and text in the presentation) to present new vocabulary. After presenting new vocabulary, T asks Ss questions to the text, in which the new vocabulary appears.

In the presentation T presents eight different places or buildings in London – *the Tower of London, Tower Bridge, the London Eye, Buckingham Palace, the Houses of Parliament, 10 Downing Street, Trafalgar Squ are and the Millennium Dome*. Each of these places is followed by a short description and pictures.

The Macromedia Authorware presentation:



Picture 14: Macromedia Authorware presentation - Welcome to London

Picture 15: Macromedia Authorware presentation - the Tower of London

New vocabulary: *a fortress, a prison, a weapon, the crown jewels, a raven* .

T uses the following to present new vocabulary:

A Fortress – description: a fortress is a large strong building which can be defended from attack;

A prison – description: a prison is a place to keep robbers, thieves, murders or killers.

A weapon – description: a weapon is an object used in fighting or war, such as bomb, gun or sword.

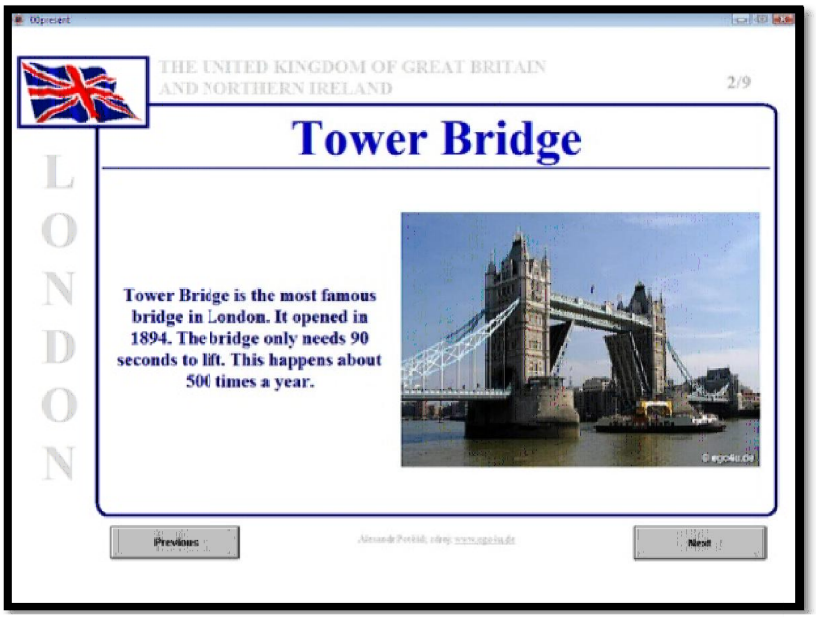
The crown jewels – picture and description: the crown in the picture is one part of the crown jewels. The Czech crown jewels are the Charles IV St. Wenceslas Crown, the Royal Sceptre, the Royal Apple and the Coronation Cloak.
T supports this description with the Internet link http://www.hrad.cz/en/prazsky_hrad/klenoty.shtml to show the picture of the Czech crown jewels.

A raven – picture: a raven is shown in the picture in the presentation and Ss are asked to translate the word 'raven' to Czech.

After presenting new vocabulary T asks Ss the following questions:

- What was the White Tower built as in 1078?
- What was the Tower of London used as for centuries?
- What is in the Tower of London today?

When all questions are answered T moved on to the next slide: Tower Bridge.



Picture 16: Macromedia Authorware presentation - Tower Bridge

New vocabulary: *to lift*.

To lift – description, mimics: to lift means to move something up. T points to the picture where two lifted parts of the bridge are and uses his hands to simulate how the bridge lifts.

The question for this slide:

- How much time does it take to lift the bridge?

The next slide: the London Eye.

Picture 17: Macromedia Authorware presentation - the London Eye

New vocabulary: *an observation wheel, a capsule, a visitor*.

An observation wheel – picture: T shows the wheel in the picture and asks Ss to guess the Czech meaning.

A capsule – picture: T shows the capsule in the picture and asks Ss to translate it to Czech.

A visitor – description, picture: a visitor is a person who comes to a place to see something. The people in the capsule are visitors.

Questions:

- What is the London Eye?
- How many people can enter one capsule?
- How many visitors can be carried in one day?

The next slide: Buckingham Palace.

Picture 18: Macromedia Authorware presentation - Buckingham Palace

New vocabulary: *a residence, the Royal Standard, the Union Jack* .

A residence – description, picture: a residence is people's home. Buckingham Palace is the Queen's residence in London.

The Royal Standard and the Union Jack – picture, translation: T shows flags in the picture and asks Ss to translate the expression 'the Royal Standard' to Czech. T explains that 'the Union Jack' is the name of the British flag.

Questions:

- Why does the Queen stay in Buckingham Palace in London?
- What is the Royal Standard for?
- When can you see the Union Jack?

Picture 19: Macromedia Authorware presentation - Buckingham Palace

New vocabulary: *a guard*.

A guard – picture: T points to the picture and says that men in the red uniform and funny hats are guards.

- What is happening in the picture?
- When does the guard change?

The next slide: the Houses of Parliament.

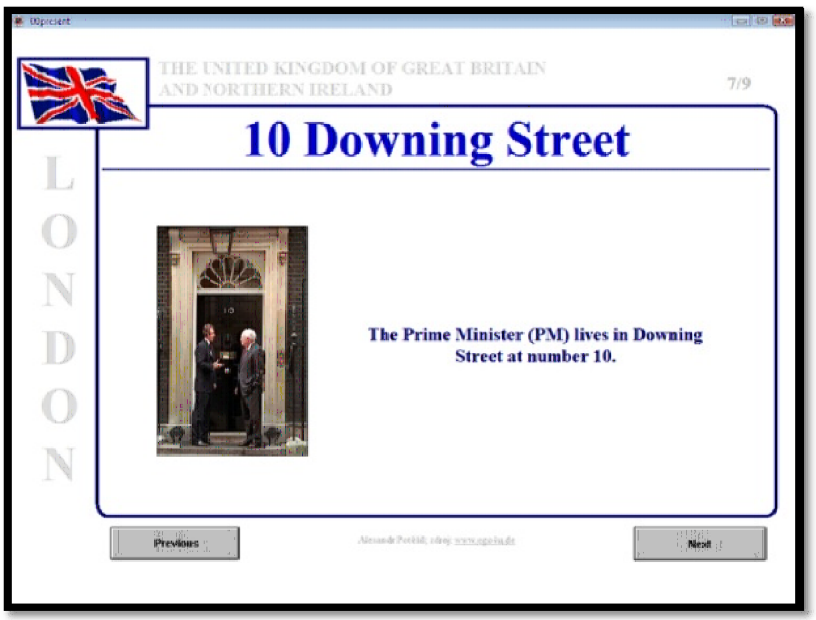
Picture 20: Macromedia Authorware presentation - The Houses of Parliament

There is no new vocabulary in this picture. This place is mentioned for cultural purpose. T asks questions:

- What is the Palace of Westminster
- Who uses the Houses of Parliament today?

T asks Ss whether they know the name of the tower with the clock. If Ss do not know T mentions Big Ben.

The next slide: 10 Downing Street.



Picture 21: Macromedia Authorware presentation - 10 Downing Street

New vocabulary: *the Prime Minister*.

The Prime Minister – description: T says that the Czech Prime Minister is Mr Topolanek. This should clarify the meaning of 'the Prime Minister'. Ss give the Czech translation.

- Who lives in 10 Downing Street?

The next slide: Trafalgar Square.

Picture 22: Macromedia Authorware presentation - Trafalgar Square

New vocabulary: *a column, a statue, valuable*.

A column – picture: T shows the Nelson's Column in the picture. Ss give the Czech translation.

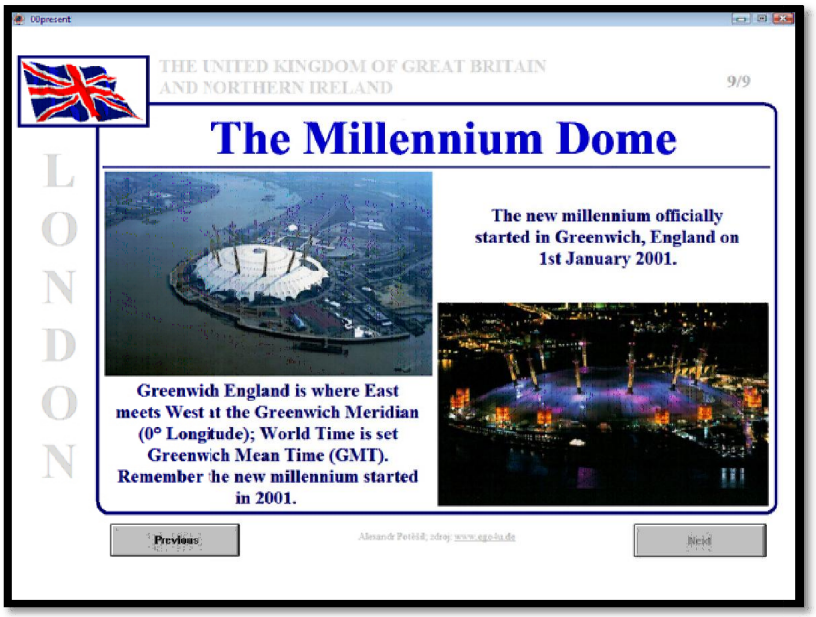
A statue – picture, description: Admiral Nelson is on the top of the column. He is made of stone.

Valuable – synonym: 'valuable' is described by providing synonyms: very expensive, something that costs a lot of money.

Questions:

- What is in the middle of Trafalgar square?
- How high is Nelson's Column?
- What is on the top of the column?
- What can you see in the National Gallery?

The last slide of the presentation: The Millennium Dome.



Picture 23: Macromedia Authorware presentation - the Millennium Dome

New vocabulary: *the millennium, a meridian*.

The millennium – description: the millennium is a period of time between January 1, 2001 and January 1, 3001, etc.

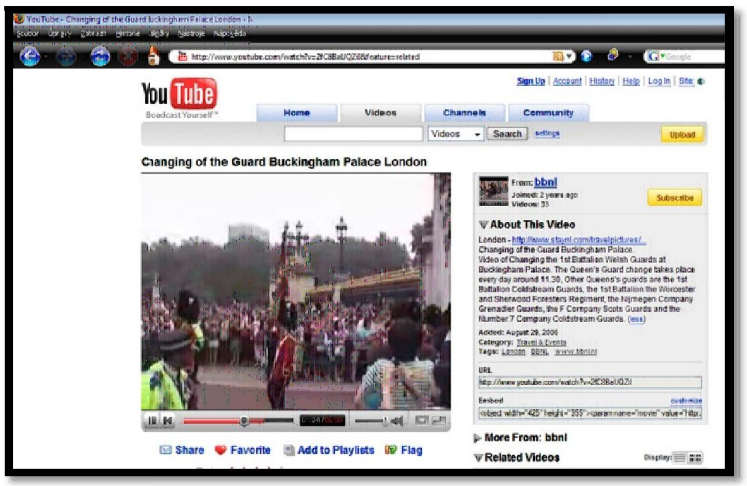
A meridian – description, drawing: T draws a picture of the Globe and connects the North and the South Pole by a line – meridian.

- Where is the Millennium Dome?
- What does GMT stands for?
- What happened in the Millennium Dome on January 1, 2001?

Stage 3: Talking about places (5 minutes)

After the presentation T shows one short video from www.youtube.com.

- *You will see a video of changing of the guard at Buckingham Palace.*
- *Watch the video and remember what you see.*
- *Then I want you to describe what happens in the video.*



Picture 24: Youtube.com - video of Changing of the Guard at Buckingham Palace

Then T asks Ss to describe what they see. They also can use information from the presentation. For example:

- *This is changing of the guard.*
- *It takes place at Buckingham Palace.*
- *There are a lot of people watching the act.*
- *It takes place at 11.30 every day in summer.*

The use of online videos can give extra information on a particular cultural topic.

Stage 4: Assigning the presentations (7 minutes)

During the following lessons Ss will create presentations of different places in London.

The rest of the lesson focuses on assigning the presentations.

Reflection:

Reflection on stage 2 – presentation

This presentation was made in authoring software Macromedia Authorware and was used for presenting new vocabulary (it replaced the textbook). The presentation also functioned as a cultural presentation.

Students were introduced to 19 words and many of them were new for a lot of the students. Some students knew several words such as *a fortress, a prison, a weapon, a residence, a guard*. They knew these words mainly from playing computers games.

I used several methods to present new vocabulary. Because of the presentation it was sufficient enough to use visual aids (pictures). This was the easiest way to show the meaning of such words as *ravens, an observation wheel, a capsule, a visitor, the Royal Standard, the Union Jack, a column and a meridian.* I asked students to give the Czech meaning of these words according to pictures and they had no problems to find the meaning out.

The other method was a definition or description of the word. These definitions were short and clear. E.g. *The Prime Minister of the Czech Republic is Mr Topolanek. What does 'the Prime Minister' mean?* The expression *the crown jewels* was supported by the Internet link to the Czech webpage with the Czech crown jewels. Students knew the word *crown* but after showing the picture with all parts of the crown jewels they found out the correct meaning of *the crown jewels*.

I used gestures to demonstrate the movement of the bridge and to explain the verb *to lift*. The students only had problems to find the meaning of the word *statue*. The picture in the presentation was not detailed enough. However, after mentioning Michelangelo (the naked statue), students were able to add the Czech meaning for the word *statue*.

The presentation supported the process of presenting new vocabulary very much and, compared to work with the textbook, definitely motivated students because the presentation was completed with new and interesting pictures ; and students were involved in the lesson, they worked during the presentation and answered questions for each slide in the presentation.

Reflection on stage 3 – talking about places

The Internet functioned as a great source of teaching material. I had the opportunity to add a new dimension to this lesson, because not only static pictures, but also videos could be found on the Internet. The use of the Internet and online videos in lessons attracted students' attention and students paid more attention to the lesson. The video gave Ss a different view on the particular situation (changing of the guard in this video) and provided more information than one picture in a textbook.

After playing the video I asked students to say what they saw. Student s were able to describe the place and people they saw. It also helped that had students participated in the previous activi ty.

During watching the video, there were no disruptive noises or talking in the classroom. This was the reason that students had a chance to see the whole act and not only one picture in their textbook.

Using these videos also saves money, because many v ideos are free on the Internet and teachers do not have to buy DVDs or video tapes. On the other hand, T must be aware of the correct use of Internet sources.

Reflection – summary

Culture is one of the topics that interest students more than grammar and vocabulary. The one reason I consider culture important in English language classes is that students usually do not realize that they are still learning grammar and vocabulary. This concrete lesson is a preparatory lesson for talking about using articles in front of place names and buildings.

There was also one important element that students use daily and rarely realize that the Internet can be used for education as well. Students saw that very interesting things (videos) can be found on the Internet to su pport the particular part of the lesson or presentation. This also gave them a complete insight into the process of changing guard at Buckingham Palace, which is a show for spectators at Buckingham Palace.

9. PROJECT EVALUATION

My personal reflections, discussions with students and one inspection of my class are used to evaluate the project of creating, using and managing supplementary ICT materials in ELT classes.

The inspection in one of my classes was done by the deputy headmaster. Concerning supplementary ICT materials, he appreciated the use of the technology and the variety of materials.

Discussions with students provided valuable feedback on materials used in classes and in example lessons.

Students asked for more online quizzes and lessons in the computer lab (lesson plan #1).

- As a result, one lesson in two weeks is held in the computer lab;
- The immediate feedback from the server motivated students to work – after the feedback given by the moodle server students had a second chance to improve their scores;
- Drilling in online exercises was more effective – students used technology which they liked (PC);
- The online practice gave the teacher time to focus on work with students, while the system did the corrections and evaluation;
- Also, students who did not usually work much were involved in the practice and achieved very good results;
- The online game students played in the second part of online practice lesson (stage 4 in lesson #1) brought another way of practicing the past simple;
- Students were able to accomplish their task successfully, which motivated them to practise again;

The online practice in the computer lab gave the lesson variety; students used and developed their computer skills (keyboard writing); students used the time they were given to work on tasks independently; students did not have to wait for their turn to participate in the lesson and they improved their language skills more effectively.

To work in the computer lab is one of the easiest ways to motivate students to work in English language lessons.

More new technology was introduced during the next lesson (lesson plan #2). The SmartBoard and activities for this board activated students. All students wanted to participate in both activities – matching the body parts (stage 2 in lesson #2) and wagons with word order (stage 4 in lesson #2). Weaker students or students who usually were not so active raised their hands and tried to get their turn. Using the SmartBoard brought the element of moving objects on the board and changed the *making the correct word order* activity to an active one. This increased students' motivation and involved all students in the lesson.

The other benefit of using the SmartBoard was the presentation of pictures students were asked to describe. This provided students an opportunity to complete their classmates' sentences since pictures were projected onto the board and no textbook was needed, it changed students' behaviour, while using only a textbook is monotonous.

At the end of the lesson students produced the language they were taught. Since they made correct sentences to describe the animals, it is definite that the practice in stage 4 of the lesson increased students' motivation: all students participated in the lesson and were very active.

Students were thrilled by the SmartBoard activities and always looked forward to lessons held in the multimedia classroom.

In the third example lesson (lesson plan #3) I used a Macromedia Presentation (stage 2) instead of the textbook. Nineteen new words were presented. Students knew 5 of them; the next 13 were supported by pictures in the presentation or by a short definition. Only one word had to be explained by another example.

This presentation (it is not important which kind of software is used to create a presentation – see chapter 6.2.1 for Microsoft PowerPoint and chapter 6.9 for Macromedia Authorware), compared to work with a textbook, encouraged students' attention to work with the presentation (to present new vocabulary and to answer questions about the text), because more and up-to-date pictures were used.

Also, the use of the Internet to support the cultural lesson resulted in students' attention to the topic, and the evidence was that students described what they saw in the video very well, which meant that students were motivated to work.

The use of the Internet also showed students that the Internet could be used in class to support the lesson.

Moreover, all materials described in chapter 6 and shown in appendix 10 were used in my classes as well.

The facts to support the thesis statement are:

- Students appreciated the grammar cards (chapter 6.8) they used during lessons. Students know how to use these cards and use and keep them for future school years.
- Working with presentations (chapter 6.2) motivated students to search the Internet for information, to create their own PowerPoint presentation and to present their work on the SmartBoard.
- Worksheets (chapter 6.3) reduced the boring work with only a textbook.
- Crosswords (chapters 6.5 and 6.7.4) created for practicing and testing vocabulary had a positive impact on students and students reached higher scores than while just translating the word.
- Jumbled sentences (chapter 6.7.1) created as online practice and testing enabled students with disabilities to work more comfortably and to complete their tasks successfully.
- The use of the Internet added extra information to the lesson and showed students how to effectively change the way of studying.

Considering all the facts written in the last chapter, I came to the conclusion that **Information Technology for creating, managing and using supplementary materials made the lessons varied, helped students to improve their language as well as computer skills and motivated students very much**.

10.APPENDICES

Examples of Supplementary Materials and Exercise s

10.1. WORD PROCESSING

The following two pages are an example of worksheet made in MS Word. This worksheet is based on a DVD video and a textbook (Viney, et al., 1993).

First things first

A) Complete the sentences with words from the box.

sleeping	feeling	wearing

Poor Gromit! He's outside in his kennel. It's a cold night.

He's _____ ear-muffs, and he's got a blanket. The penguin has got Gromit's room, and he's _____ in Gromit's bed.

Gromit's _____ very sad. He's going to cry.

EPISODE 3: Wallace, Gromit and the penguin!

B) Can you remember?

a. The Penguin's holding the slippers. What's Wallace holding?

_____

b. Who is going to get the newspaper?

_____

c. What's inside the red and white handkerchief?

_____

d. What is the title of the book?

_____

e. The penguin's holding a book and a drill. What's the penguin looking at?

_____

Section 1

A) Complete the sentences with words from the box.

going to	holding	can't	cleaning	standing

Gromit is _____ outside the bathroom.

He's _____ his towel. It's light green.

He's _____ have a wash. He _____ have a wash now because the penguin's in the bathroom.

The penguin's _____ his teeth.

B) What is happening in these pictures? Write sentences in the present continuous.

10.2. MICROSOFT POWERPOINT

Appendix 10.2-1

Appendix 10.2-2

Only Five Years Away - the Flying Car

It happens every day all over the world. People get into their cars and drive into the city. Very soon there is a traffic jam. In the future there will be more and more cars on the roads. So, will we spend more time in traffic jams? And what will happen to our cities? Will they become huge car parks? How will we solve our traffic problems?

Don't worry. The answer will soon be here - the skycar. Very soon we won't have any traffic jams, because we won't have cars. In the future people will have their own planes, so they won't drive to the shops - they'll fly there. The skycar will be here in less than five years.

1. What is the name of the vehicle in the picture?
2. What problem will it solve?
3. When will people have these vehicles?

http://www.inspvro.ch/pix/skycar.jpg

Appendix 10.2-3

The SkyCar

It happens every day all over the world. People get into their cars and drive into the city. Very soon there is a traffic jam. In the future there will be more and more cars on the roads. So, will we spend more time in traffic jams? And what will happen to our cities? Will they become huge car parks? How will we solve our traffic problems?

Don't worry. The answer will soon be here - the skycar. Very soon we won't have any traffic jams, because we won't have cars. In the future people will have their own planes, so they won't drive to the shops - they'll fly there. The skycar will be here in less than five years.

In the future people _____ their own planes, so they _____ to the shops – they _____ there.

Appendix 10.2-4

10.3. SPREADSHEETS

10.3.1. Vocabulary list

Vocabulary list created in MS Excel can be used as a glossary for students or as a database for several vocabulary testing programmes or crossword compilers.

ENGLISH LANGUAGE, YEAR 9 project4.xlsx unit 3

	ENGLISH	PRONUNCIATION	CZECH
A	accident	ˈæksɪdənt	nehoda
	Alps	ælps	Alpy
	archaeologist	ˌɑːkiˈɒlədʒɪst	archeolog
	arrow	ˈærəʊ	šíp
	axe	æks	sekyra
	bow (n)	bəʊ	luk
	climber	ˈklaɪmə	horolezec
	copper	ˈkɒpə	měď
	die	daɪ	umřít, zemřít
	Egypt	ˈiːdʒɪpt	Egypt
	fall asleep	fɔːl əˈsliːp	usnout

10.3.2. Statistics and graphs

Spreadsheet is a strong tool for keeping records of studen ts' development, achieved scores and test results (the following two pictures).

	A	B	D	E	F	G	H	I	J	K	L	M
1	date	26.XI	last time			total			tests		quizzes	
2		59%	points	max		activ	hw	proj	points	max	points	max
3	1	Čápová Michaela	40,5	90	45%	1	0	0	38,5	80	1,0	10
4	2	Čapucha Filip	71,5	140	51%	15	9	0	29,5	80	24,0	60
5	3	Drbohlav David	62,0	130	48%	1	4	0	30,5	80	27,5	50
6	4	Erben Lukáš	111,3	140	79%	31	11	5	36,0	80	34,3	60
7	5	Gabčan Ruda	96,0	140	69%	10	19	5	35,5	80	29,5	60
8	6	Hanzlíková Klára	39,0	90	43%	4	0	0	34,0	80	2,0	10
9	7	Kentoš Jan	53,5	140	38%	6	1	0	30,5	80	19,0	60
10	8	Kofroňová Nicol	112,5	140	80%	35	11	0	39,5	80	33,0	60
11	9	Kotlyarska Iryna	87,5	100	88%	18	20	13	16,5	40	21,0	60
12	10	Křemenová Olina	62,5	120	52%	4	7	6	34,0	80	13,5	40
13	11	Löfflerová Michaela	101,5	140	73%	6	17	2	49,0	80	28,5	60
14	12	Novák Michal	83,0	140	59%	9	12	11	34,5	80	17,5	60
15	13	Pouč David	54,0	140	39%	3	0	0	34,5	80	16,5	60
16	14	Príslupský Martin	74,0	130	57%	10	5	0	42,5	80	17,5	50
17	15	Radošinská Markéta	61,5	140	44%	18	5	0	28,0	80	12,5	60
18	16	Růta Vojtěch	117,0	120	98%	22	20	11	49,0	80	22,0	40
19	17	Rychlý Erik	75,5	130	58%	11	4	0	40,5	80	22,0	50
20	18	Špániková Lucie	145,0	140	104%	29	20	13	49,5	80	37,5	60
21	19	Špecián Jan	127,5	140	91%	14	10	0	56,5	80	49,0	60
22	20	Vrabec Jan	52,5	140	38%	4	2	0	26,0	80	22,5	60
23	21	Vychterová Kateřina	86,5	140	62%	18	14	5	35,5	80	17,0	60
24												

			quizzes		tests		total				
activ	hw	proj	points	max	points	max	points	max	%	grade	
0	0	0	0	0	0	0	40,5	90	45,0%	Dobře	Čápo
7	0	0	0	0	0	0	78,5	140	56,1%	Dobře	Čapu
1	0	0	0	0	0	0	63,0	130	48,5%	Dobře	Drbo
6	1	0	0	0	0	0	118,3	140	84,5%	Chvalitebně	Erbe
3	0	0	0	0	0	0	99,0	140	70,7%	Chvalitebně	Gabč
1	0	0	0	0	0	0	40,0	90	44,4%	Dobře	Hanz
2	1	0	0	0	0	0	56,5	140	40,4%	Dobře	Kent
5	1	0	0	0	0	0	118,5	140	84,6%	Chvalitebně	Kofr
0	1	0	0	0	0	0	88,5	100	88,5%	Výborně	Kotl
2	0	0	0	0	0	0	64,5	120	53,8%	Dobře	Křem
1	0	0	0	0	0	0	102,5	140	73,2%	Chvalitebně	Löff
1	0	0	0	0	0	0	84,0	140	60,0%	Dobře	Nová
0	0	0	0	0	0	0	54,0	140	38,6%	Dobře	Pouč
0	1	0	0	0	0	0	75,0	130	57,7%	Dobře	Prís
2	0	0	0	0	0	0	63,5	140	45,4%	Dobře	Rado
5	2	0	0	0	0	0	124,0	120	103,3%	Výborně	Růta
2	0	0	0	0	0	0	77,5	130	59,6%	Dobře	Rych
4	1	0	0	0	0	0	150,0	140	107,1%	Výborně	Špán
2	0	0	0	0	0	0	129,5	140	92,5%	Výborně	Špec
1	1	0	0	0	0	0	54,5	140	38,9%	Dobře	Vrab
3	0	0	0	0	0	0	89,5	140	63,9%	Dobře	Vych

The next picture shows a different way of students' assessment. Student gain points for their work and the data (the points) are used to create the evaluation sheet of a student (this form is completed monthly).

Body

Poslední hodnocení:

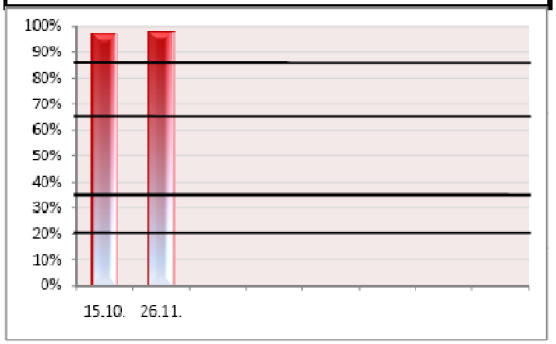
117	z	120	

Aktivita:	5		
Testy:	0	z	0
Kvízy:	0	z	0
DÚ:	2		
Projekty:	0		

Celkem:	124	z	120		
Procent:	103,3%			Známka:	Výborně

Komentář:

Vojta pracuje velmi spolehlivě a aktivně. Do budoucna se bude muset více věnovat správné výslovnosti. Aktivní práci doplňuje pravidelným odevzdáváním domácích úkolů a občasnou prací na měsíčních psacích projektech.

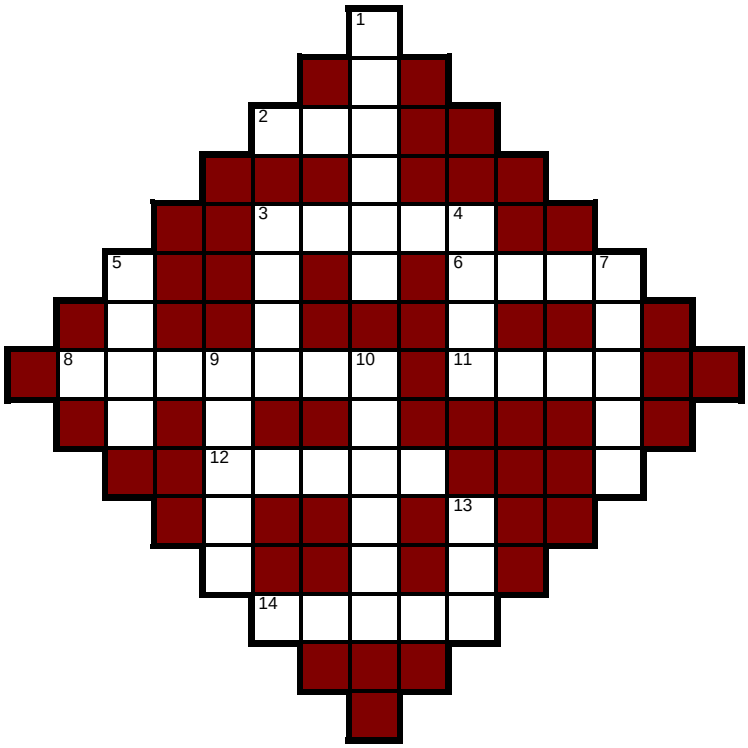


10.4. CROSSWORD COMPILER

Testing vocabulary in a crossword puzzle is very motivating for students. Crossword compiler enables teachers to create a variety of shapes of crosswords.

23.11.2007 *Vocabulary A* *Name: _____*

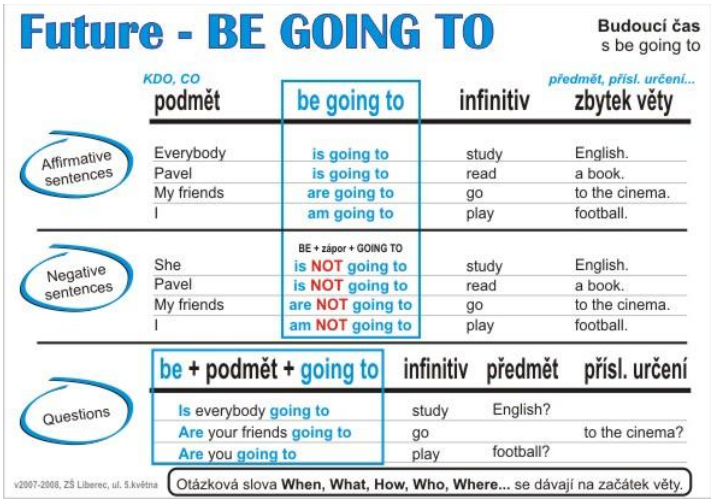
Complete the crossword.

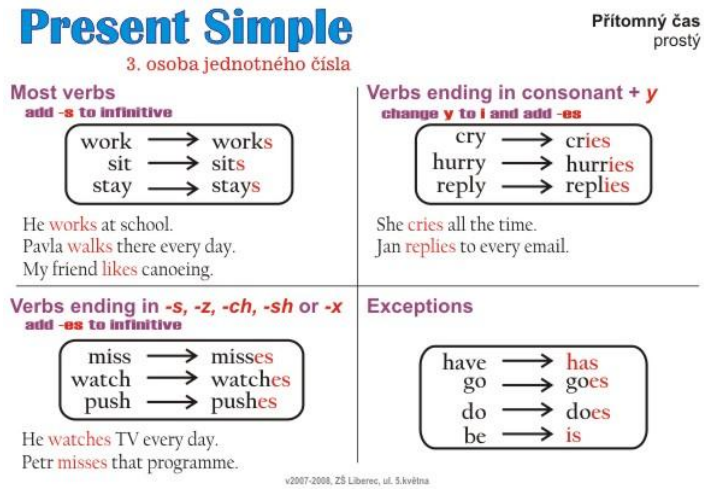


Across		**Down**	
2	umřít/zemřít (3)	1	zmrzlý muž (6)
3	sklo (5)	3	koza (4)
6	železo (4)	4	hedvábí (4)
8	plast (7)	5	zlato (4)
11	zabít (4)	7	nylon (5)
12	Egypt (5)	9	ocel (5)
14	šíp (5)	10	měď (6)
		13	luk (3)

10.5. COREL DRAW

Cored Draw is a professional tool for graphic design. I use this software for creating grammar cards (which are laminated) for students.

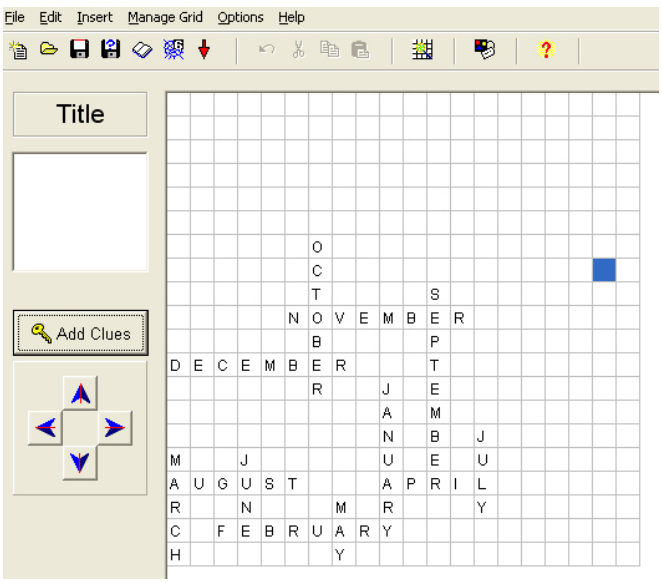




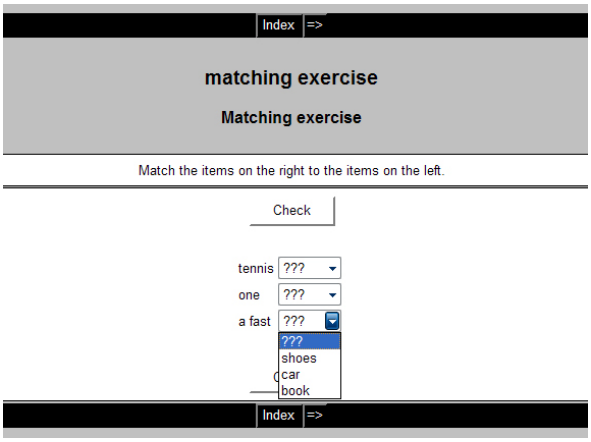
10.6. HOT POTATOES

The Hot Potatoes suite includes six applications, enabling teacher to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web (http://hotpot.uvic.ca/).

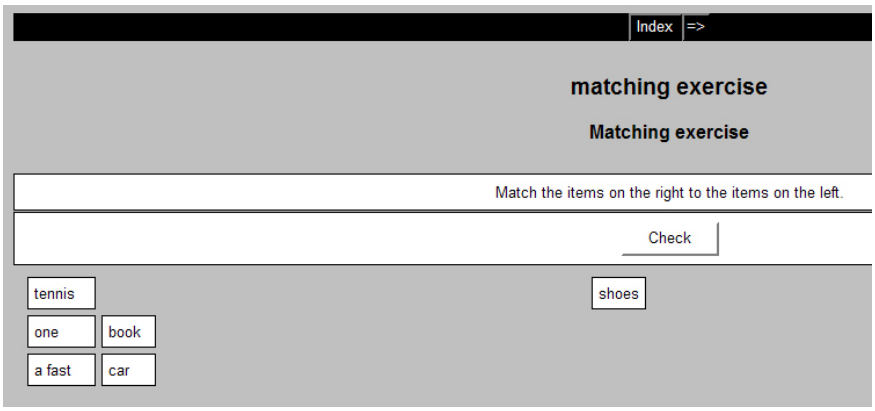
Appendix 10.6-1 Jumbled-sentence exercise



Appendix 10.6-2 Crossword



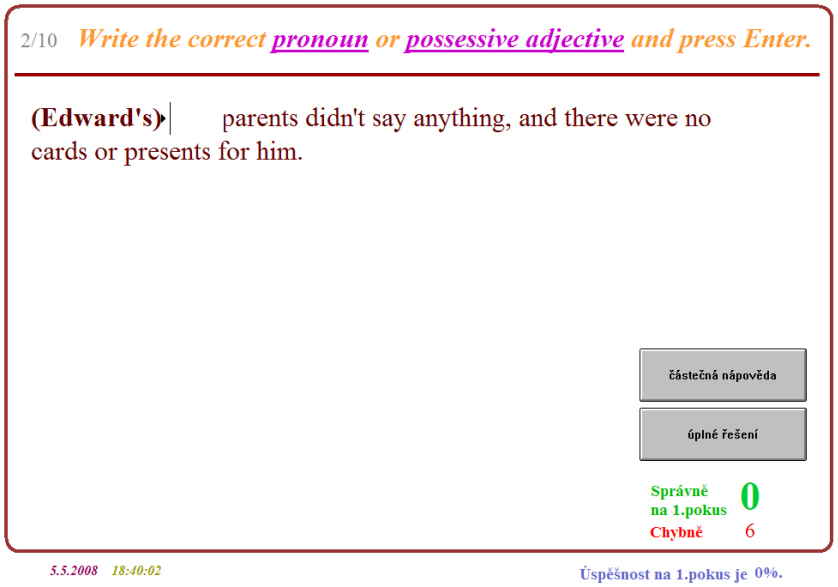
Appendix 10.6-3 Matching exercise



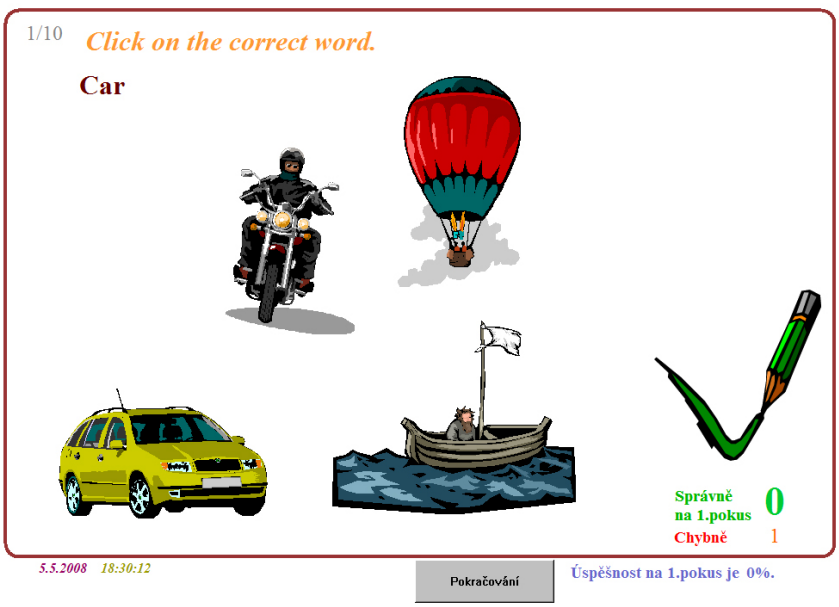
Appendix 10.6-4 Matching exercise

10.7. MACROMEDIA AUTHORWARE

Authorware is used for creating interactive programs that can integrate a range of multimedia content, particularly e-learning applications (http://www.wikipedia.org).



10.7-1: Gap-fill exercise



10.7-2: Testing vocabulary

10.8. LESSON PLAN #1

Online moodle exercise on the Past Simple Negatives.

1
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary enjoyed the week.

Odpověď:

2
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary took lots of photos.

Odpověď:

3
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary wrote postcard to her friends.

Odpověď:

4
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary felt very happy.

Odpověď:

5
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary visited lots of interesting places.

Odpověď:

6
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary had a good time.

Odpověď:

7
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary met lots of new people.

Odpověď:

8
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary went swimming every day.

Odpověď:

9
Body: 1

Past simple: Negative

Rewrite the sentences into the past simple negative - use Tim instead of Mary.

Example: *Mary* went on holiday. → *Tim* didn't go on holiday.

Zadání:
Mary stayed in a nice hotel.

Odpověď:

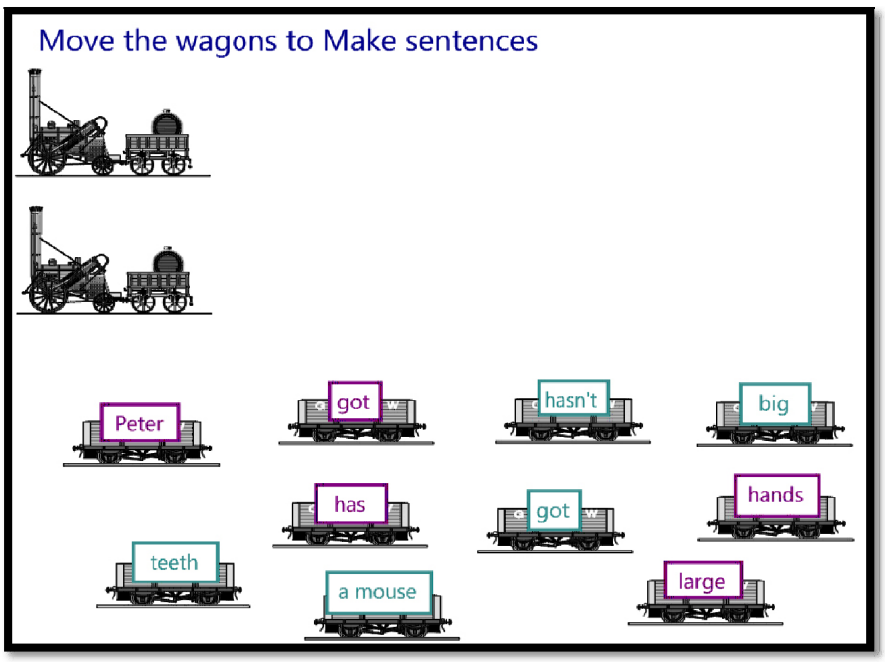
10.9. LESSON PLAN #2

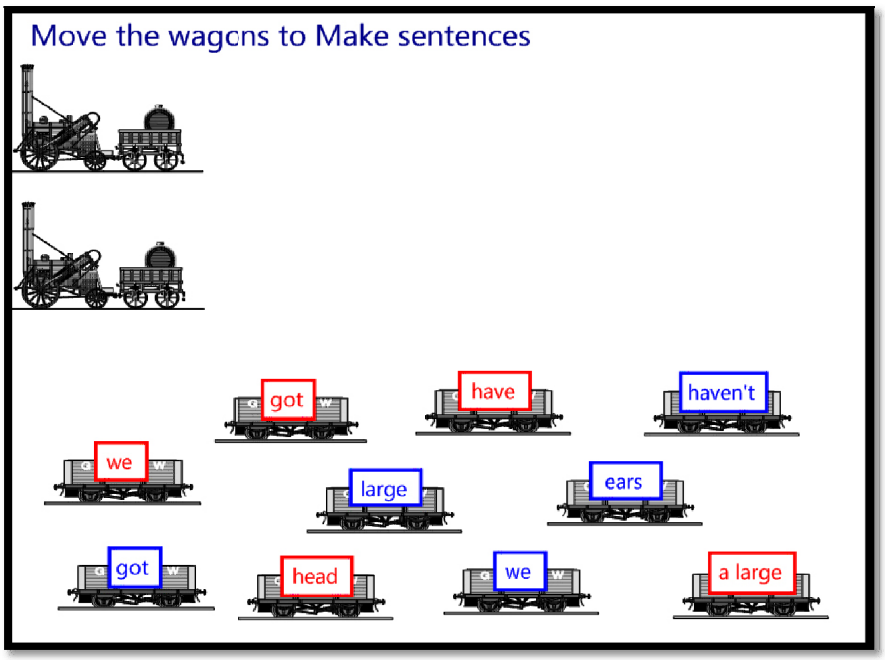
10.9.1. Tape script 19 – transcript:

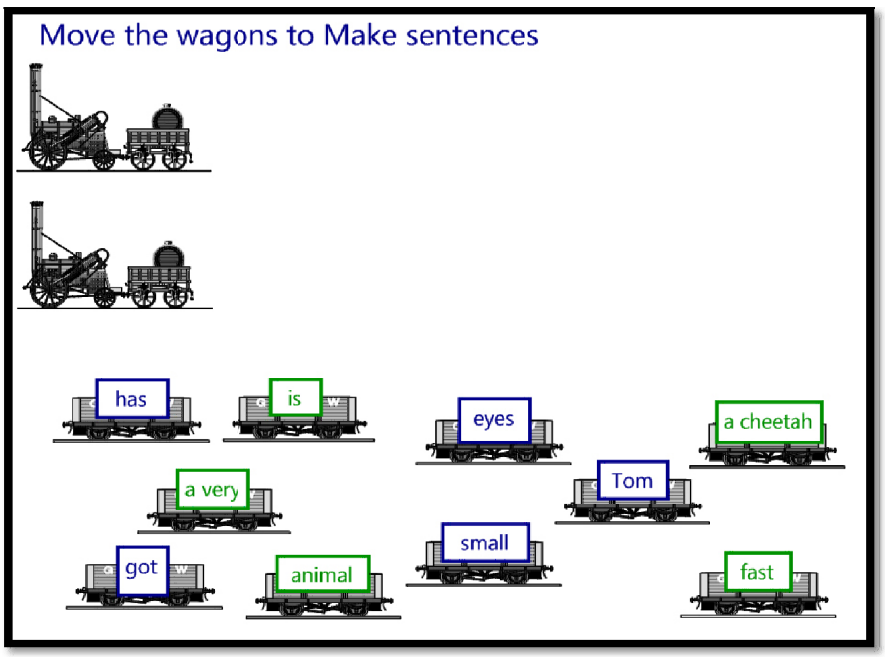
Human beings are animals, too, but we're different from other animals. We're very intelligent, because we've got a large brain. We can speak, too. We've got a short nose. We can't smell very well, but our eyes are very good. We've got a small mouth and weak teeth. We've got hands and we cook our food, so we don't need strong teeth. We've got large hands. We can hold things and throw things. We've got hair on our head, but we haven't got a lot of hair on our arms, legs and body. We don't need hair because we wear clothes and we live in houses. We haven't got a tail. We stand on two legs and we've got large feet. Our legs are long, but we can't run very fast. A cheetah can run at 99 kph (kilometers per hour), but a man can only run at 43 kph.

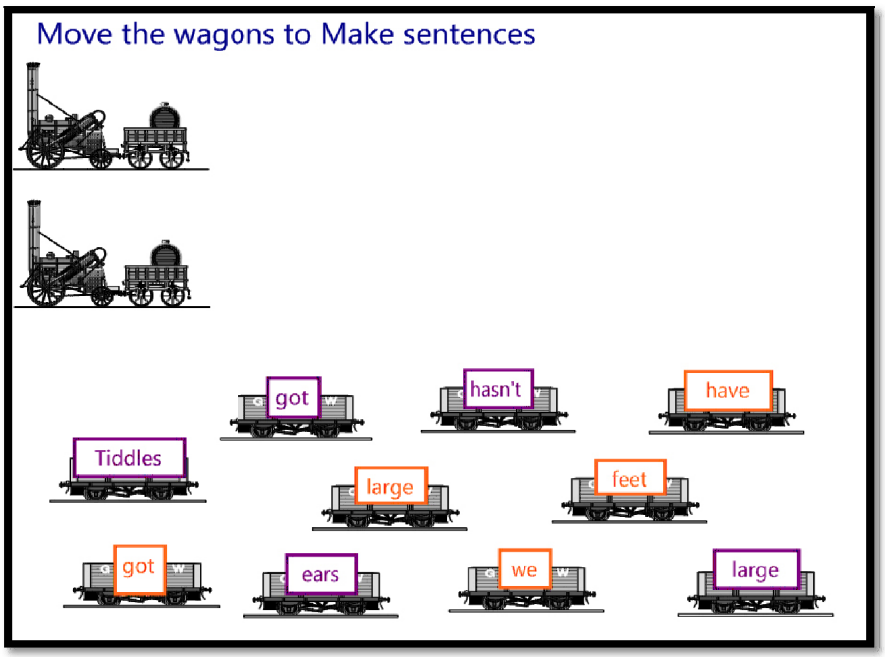
10.9.2. Sentences for practicing word order with adjectives (Screenshots from the SmartBoard software):

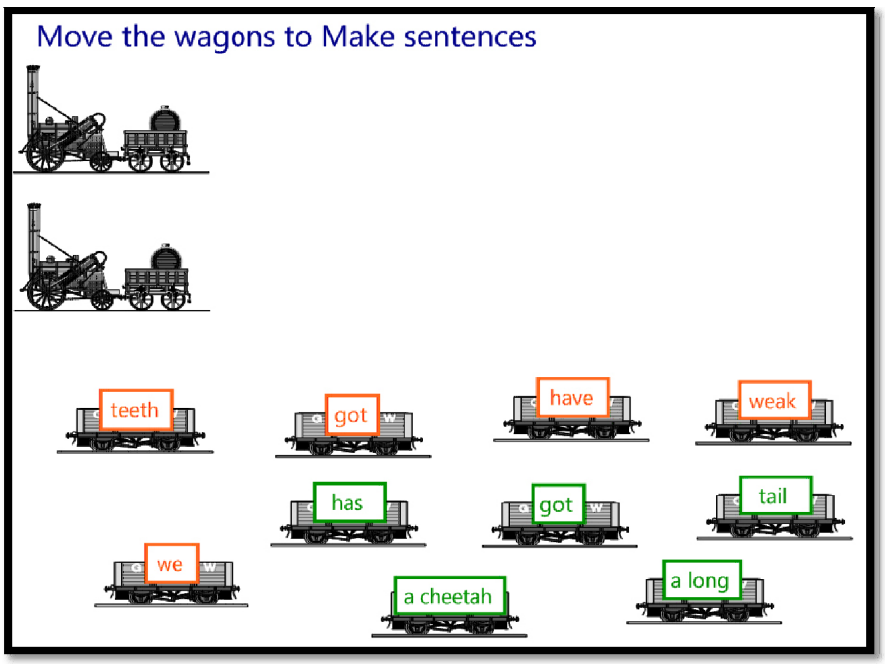
There are 5 slides with 2 sentences on each slide. The aim of this exercise (grab - and-drag activity) is to move wagons to make sentences with the correct word order.




Move the wagcns to Make sentences
got
have
haven't
we
large
ears
got
head
we
a large


Move the wagons to Make sentences
has
is
eyes
a cheetah
a very
Tom
small
got
animal
fast


Move the wagons to Make sentences
got
hasn't
have
Tiddles
large
feet
got
ears
we
large


Move the wagons to Make sentences
teeth
got
have
weak
has
got
tail
we
a cheetah
a long

Pictures

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